

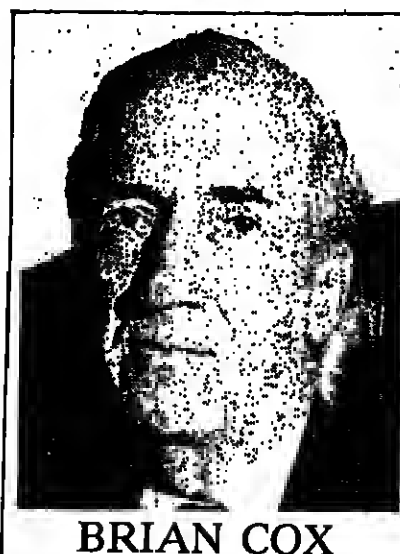
## PERSONAL COLUMN

I recently received a telephone call from an education correspondent of *The Daily Telegraph*. She wanted to know if there was a consensus on the Kingman Committee in favour of a return to the teaching of grammar. This is one of those impossible questions, rather like being asked if you have stopped beating your wife.

I explained that the Kingman Committee has yet to assess the considerable amount of evidence it has received, and that no firm decisions have been made. When pressed to give her my opinion, I tried to explain the difference between learning old-fashioned grammar and learning about language in the 1980s. I talked about my admiration for teachers who help children to develop their own writing skills.

The resulting feature in *The Daily Telegraph* reported that when "grammar" was mentioned I winced, and that I was strongly opposed to children learning "correct" usage. Those who recall my Black Paper days will be amused to hear that I have been receiving letters from right-wing readers of *The Daily Telegraph* accusing me of being a rabid progressive.

This incident recalled my problems during the extraordinary furore which greeted the publication of the first Black Papers in 1969. Mr Edward Short, then Labour Secretary of State for Education, called their publication the blackest day for education for 100 years. Many people have told me that the Brian Cox who writes this personal column does not seem to be the same person as C.B. Cox, the ultra-conservative authoritarian who edited the Black Papers. The myths created



BRIAN COX

## Looking Black

'We destroyed a dream... and broke a taboo... we wanted the best of formal and informal methods of teaching'

by the newspapers about the pamphlets were often in contradiction to what they actually said. People who have read them sometimes tell me nothing in them would have offended Mr Attlee or Mr Gaitskell.

If you ask someone in education today to sum up the message of the Black Papers they might offer the following propositions. The Black Papers were opposed to all forms of comprehensive schools. They advocated a return of the 11 plus. They regarded progressive education as responsible for the decadence of the permissive society, and wanted a return to rote learning. They were against expansion in higher education.

None of these statements is true. We agreed that purpose-built comprehensives with an adequate sixth form and a varied social mix of children would probably prove successful. We objected to a universal system of 11-18 comprehensives because many sixth forms would be too small and because city neighbourhood schools would drive middle-class parents to buy houses in more favoured areas. Have we been proved wrong?

It is difficult to persuade the media to report these arguments. Newspapers and television thrive on a theatrical clash of personalities and issues, and, as Dr Owen and Mr Steel have just discovered, the middle ground disappears. Even today journalists still talk about the battle between

grammar schools and comprehensives, while the real problem is to decide which among the variety of existing comprehensive systems is most suited to particular areas.

The Black Papers were in favour of selection in some localities, but thought that it should not take place before the age of 13. I still think that by the age of 13 or 14, most children clearly establish different needs and aptitudes, and that the truancy and indiscipline typical of many in the 14-16 range often result from inappropriate schooling.

Perhaps most outrageous in the newspapers was directed at the Black Paper criticisms of progressive education. We destroyed a dream. There was a great surge of utopian optimism in education in the 1960s. The Black Papers broke a taboo when they asserted that A.S. Neill was ridiculous to say that children are "innately wise and realistic". The Black Papers wanted the best of formal and informal methods of teaching, a linking of creativity with the discipline of craft. In the 1970s the disastrous effects of too much self-expression in schools were highlighted by the controversy over William Tyndale school; since then more balanced views have prevailed. I have always wanted children to experiment imaginatively in verse and prose, and in the 1960s my journal, *Critical Quarterly*, organized poetry competitions for schools.

The problems of progressive education

are usually transformed in the popular press into a story about a decline in standards. At the London press conference for the second Black Paper, we had a one-hour discussion of major education issues, during which I mentioned briefly that standards of entry to the teaching profession were too low. The next day this was the "story", and many of our substantial arguments were not mentioned. The word "story" is continually misused on television news, as if a sensational narrative is more important than the major issues.

Student sit-ins and demonstrations were headline news in the late 1960s, and in the Black Papers I expressed my anger at these events. Among parents and politicians the image of the universities was changed radically, and this has been a prime reason for the financial cuts. As television focused on mindless chants and struggling mobs, the public lost faith in the civilizing qualities of liberal education. My teaching and writing in subsequent years have been an attempt to reverse this process. I'm glad that Mr Baker has countermanded previous Conservative policy, and now agrees that universities should accept mere students as we move towards the 1990s.

This is my last article for this column. At a lunch recently with a group of teachers I started a favourite anecdote. After two sentences I recalled that I had already published it on this page. I've now printed every joke about education I know, and it is time for a change. I have regarded it as a great privilege to address teachers directly, instead of seeing my views perverted in the popular press.

### NEXT WEEK

Future shock  
John Pearlman on the Great Education Reform Bill

Impertinent propaganda  
Pamela Horn scans Victorian textbooks

Growing up  
David Haggie talks to Bruno Bettelheim

Farrots in peril  
Mary Cruickshank reports on Zoo Month

### NOTICEBOARD

by Rufus

CROSSWORD No 313

#### CONFERENCES

July 15  
Progression into Engineering: building bridges between education, training and employment, at the University of Surrey, Fea 231. Details from Mrs Hilda Hill, Department of Educational Studies, University of Surrey, Guildford GU2 5BH.

July 19  
The education of Bangladeshi children: Toyne Hall, 28 Commercial Street, London E1 to discuss the all-party parliamentary select committee report. Details from the National Convention of Black Teachers, PO Box 30, Pinbar, Middlesex HA5 5HF.

June 20  
National Society for Education in Art and Design (London and Home Counties) conference at the Charter School of Designers with Dr A. Dyson and Mr Martin Lewis. Tickets from 5 Lippocott Street, London SW4 9LS.

July 24-26  
Student-centred learning at the Lucas Institute, Birmingham, with Dame Brandes, Nallcrest Institute, Chicago. Details from Helen Hadley, 127 Station Road, Kings Heath, Birmingham B14 7TA.

July 25-28  
Culture, society and the role of schools: World-wide Education Service conference at Easthampstead Park, Wokingham, Berkshire, with Angela Rumbold, Brian Arthur, John Tomlinson and Tudor David. Workshops will be

held on curriculum planning and humanities in the primary school. Details from Therina Reynolds, WES, Stoke House, 44-50 Canborough Street, London NW1 3NN.

September 17  
The source of controversy, an Economics Association sixth-form conference at Queen Mary College, London. Entertaining and answering a local question: "Discuss the relationship between unemployment and government expenditure." The speakers will be Michael Beesstock, Richard Layard, John Estwell, Ben Fines, Peter Mansfield and Peter Smith. Fee £2. Applications to Mrs E. Jones, 53 Cannon Lane, Pinbar HA5 5HN as soon as possible.

#### COURSES

July 19-23  
Dance summer school and teachers' course at Bedford College of HE organized by the Dance and the Child International and open to individuals and groups of young people under adult supervision. Details from Sarah Stevens, Bedford College, Lansdowne Road, Bedford MK40 2BZ.

July 20-24  
Elisaville's communication for teachers, therapists, instructors and others concerned with appraisal or use of Elisaville, symbol communication for children with physical disability, at Castle Priory College, Wellingford, Oxfordshire. Details from the principal.

September 11  
Training - needs database within further education, a workshop on this system developed by Burton upon Trent local collaborative project, at the Riverside Inn, Burton upon Trent. Speakers include Paul Tranter, John Appleby and Peter Feams. Details from the Industrial Liaison Unit, Burton upon Trent technical college, Lichfield Street, Burton upon Trent, Staffordshire DE14 3RL.

#### EVENTS

July 26-August 2  
Loughborough Singing Week - an international music festival with choirs from East and West Germany, Poland, Canada, USA, France and Belgium. Events include communal singing, workshops and concerts. Details from Mrs S. Rastall, Loughborough Technical College, Radnor, Loughborough, Leicestershire LE11 3BT.

August 3-7  
English Schools Cricket Association primary festival at Bedford College of Thomas Polytechnic.

#### INFORMATION

Salisbury date  
Following a Microelectronics Education Development Unit course for teachers on Salisbury House, 29 Nelson Street, Leicester LE1 6SQ.

up to publish a newsletter and keep course members in touch. Interested teachers should contact Barry Benson, MEDU, Bishop Grosseteste College, Newport, Lincoln LN1 3DY.

Handicapped children's library  
The National Library for the Handicapped Child will re-open on August 17 in new premises at the University of London Institute of Education, Dorset Square, 20 Bedford Way, London WC1H 0AJ.

#### PUBLICATIONS

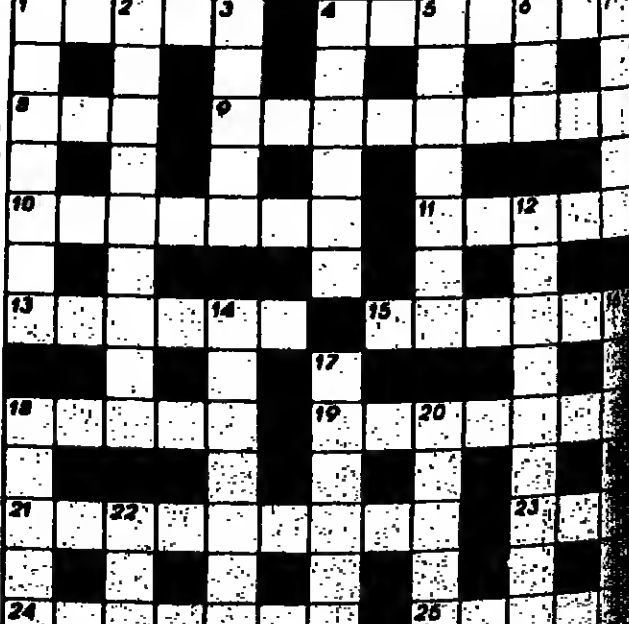
Behaviour difficulties  
Teachers' strategies in coping with behaviour difficulties in first-year junior school children by Alice Leung and Maurice Cressan is available from the Association of Workers for Maladjusted Children, Westhill College, Selby, York, YO23 6JL, price £4 including postage.

A review of child guidance research  
A guide to 20 years of child guidance research in Britain by Peter Moss, published by the Thomas Coram Research Unit, 41 Brunswick Square, London WC1N 1AZ, price £2.

CRIST  
A National Council for Voluntary Services booklet on how those responsible for training in the youth service can take advantage of CRIST, a national research project, 25 Nelson Street, Leicester LE1 6SQ.

by Rufus

CROSSWORD No 313



#### Across

- 1 Demolition of imperatibility (5)
- 2 Regulators (the last performance) (7)
- 3 French born (5)
- 4 There's no end of calls here (4, 2, 3)
- 5 Workmanlike sing arrangement (7)
- 6 Girl in the post (5)
- 7 Didn't work for no (6)
- 8 King Lear (6)
- 9 Cook and sew (5)
- 10 Demands its due be done out (7)
- 11 Yes! Yes! Yes! (6)
- 12 Low form of sight (5)
- 13 Why didn't he (6)
- 14 Number 1 (5)
- 15 She has a (5)
- 16 ABC (4)
- 17 She has a (5)
- 18 ABC (4)
- 19 She has a (5)
- 20 The rate at (5)
- 21 Take a (5)
- 22 Take a (5)
- 23 Solution to (5)
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#### Down

- 1 Can come up in long boat (7)
- 2 Upsets open container (5)
- 3 Loud music may advertise (5)
- 4 One way of understanding a decision (6)
- 5 Warned, like the criminal method (7)
- 6 Batter with butter (5)
- 7 One in the bunker (5)
- 8 Joy ride (5)
- 9 A dead (5)
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## THE TIMES

# Educational Supplement

MAY 17 1987 NUMBER 3707

FIRST PUBLISHED 1910 PRICE 60p

## Disabled union official 'victimized' by ILEA

Teachers in the London borough of Hackney are threatening industrial action early next term over the alleged victimization of their disabled union representative.

Mr Richard Riser, who teaches geography at Hackney Downs secondary school, has been nominated for compulsory redeployment, although he is employed by the Inner London Education Authority, which has backed down on their original plan to send him to a day school in Tower Hamlets with what an ILEA spokesman called a "risky lift".

Mr Riser, a polo victim, is joint secretary of the National Union of Teachers in Hackney, and is a former general secretary of the Inner London Teachers' Association.

He has taken out a formal grievance against the authority and his supporters say he should not be on the list for possible movement until his complaint is determined. Hackney NUT will ask its national officers to approve strike action if the demand is not met.

The authority's assurance that Mr Riser is unlikely to move in the foreseeable future because a suitable school cannot be found is said to be not enough. But the ILEA is unlikely to give up Mr Riser. Appeals against the redeployment exercise can only be made on the grounds of procedure, says the local NUT.

Mr Riser has been at Hackney for 20 years. One of the school's nine surplus teachers. He does not teach full-time, but spends one day a week on the school's curriculum.

He believes he was selected for redeployment because of his disability and union and political views. He is a member of the left-wing Rank and File group within the NUT, and has written criticism over the Police Officers' Association. Campaign run by Hackney teachers.

Mr Riser did not volunteer to move, but the redeployment exercise involved nearly 870 teachers entered the compulsory phase.

An ILEA spokesman would not comment on the grievance complaint. The authority believes the redeployment exercise has been a success.



A special plea: youngsters, parents and teachers demonstrated outside the Inner London Education Authority's headquarters on Tuesday over plans to integrate special needs children into mainstream schools which - they say - could lead to special schools "virtually disappearing" in the next 10 years.

## Baker rejects demand for GCSE payments

by James Meikle

The Government has refused teachers' demands to be paid for assessing GCSE coursework.

Mr Kenneth Baker says teachers have already had a "very substantial" pay increase and should not be paid twice for normal school duties.

His remarks come in a letter to the Association of County Councils which wanted clarification before continuing talks over assessment payments. Such payments would have meant further big increases in authorities' exam fees.

But secondary school teachers responsible for the GCSE will be furious at the work-to-contract next term. Some CSE and GCSE assessment has been paid for (although at token rates), but the exams have now come to an end.

The unions have demanded payments for GCSE course assessment on the grounds that it is extra work for the private exam boards.

Teachers have already been doing it "for free" and it remains to be seen whether their demand for £100 a year will be met. The Prime Minister told the House of Commons: "I believe the majority of teachers would welcome a no-strike agreement."

The National Association of Schoolmasters/Union of Women Teachers staged more selective strikes this week, but Mr Nigel de Grandpré, its

deputy general secretary, said the idea was worthy of consideration, providing pay was first returned to 1974 levels and index-linked.

The National Association of Head Teachers this week submitted its detailed proposals for separate negotiations. They are based on police board models, with one overseeing board and two committees, one discussing heads' and deputies' pay and the other ordinary teachers' pay.

Inner London Education Authority teachers who refuse to cover for absent colleagues next term face big pay deductions. The controlling Labour group on the ILEA this week approved pay freezes, rates ranging from a few pounds to more than £43 a day.

The ILEA says teachers in primary schools should cover for one day and secondary teachers should be ready to cover for up to three lessons a week, which is less onerous than the Government's demand for three-day cover.

New Government requirements over the length and timing of the school year have meant schools in Lancashire have had to "use up" occasional days. As a result some schools have closed eight days earlier than planned while others "lost" holidays rather than give up school activities.

The Midland Examining Group has set a subject entry fee of £10.50 for GCSE exams, a 50 per cent increase on this year's O level charge. However, that could curb the number of children being entered for exams.

Meanwhile, as the debate over future negotiating rights for teachers continued this week, the Prime Minister told the House of Commons: "I believe the majority of teachers would welcome a no-strike agreement."

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## Religious school critic threatened

by Sue Surkes

The president of the National Secular Society has claimed she was subjected to a campaign of abusive telephone calls, obscene letters and death threats after opposing an ultra-orthodox Jewish primary school's bid for voluntary status.

Writing in this month's issue of *The Freethinker*, Ms Barbara Smoker defends the memorandum she rushed out to members of the Inner London Education Authority before they were due to discuss an application for voluntary aided status for the girls' primary school of the Yeshodei Hatorah School in Stamford Hill. The application was eventually turned down.

The memorandum stressed that public funding of the school would be divisive and would lead to a proliferation of applications on behalf of other religious schools. The proper route would be for Parliament to start phasing out the funding of denominational schools of every kind.

The memorandum went on: "The very fact that they [ultra-orthodox Hasidic families] average seven children seems, to the National Secular Society, a good argument for them to be exposed to some reasonable sex education, including information on the world population problem and the overcrowding of this country."

Ms Smoker then wrote to *The Jewish Chronicle*, calculating that 800 Hasidic couples would produce some 300 million descendants over 100 years.

### THIS WEEK

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## No better when spelled out

In the next few days, a succession of consultative papers are expected from the Department of Education and Science, inviting comments on the provisions of the forthcoming Education Bill. Last week the first of these (page 5) was assembled out by a sudden decision to publish on Thursday, which caught everyone including the DES press department and *The TES* (which goes to press on Wednesday), on the hop.

It cannot be said that the document itself adds much to what ministers have already said. Nor does it make any more sense of the proposal. It sets down the present arrangements under Section 15 of the Education Act, 1980 which allows the local authority (or in the case of aided schools, the governors) to promulgate fixed admission limits. These limits may be up to 20 per cent lower than the standard number for each school, more if the DES agrees. The standard number usually takes as a baseline the number admitted in 1979-80.

It is this arbitrary figure which the new Bill will adopt as the basis for its own open enrolment rules. Schools will be required to admit pupils on demand up to the 1979 figure and the local authority will be obliged to accept this. The paper says nothing about funding, but it will obviously have to be reformed in the light of the forthcoming paper on local financial management and the formula funding of schools on a per capita basis.

Forecasts of pupil numbers will become more problematic if open enrolment leads to more mobility within the system. Formula funding will have to ensure that funds follow pupils to the popular schools — and from those which are losing numbers — as quickly as possible, so the small print of Mr Baker's rules will be very important. Open enrolment, coupled with national curriculum-led staff, looks expensive. No doubt those who respond to the

Secretary of State's invitation, and tell him what they think of his idea, will spell this out. There is nothing in the document about staffing. Authorities like London which are now in the throes of a belated relocation exercise, will look closely at the consultative paper for an indication of how their lives would be complicated if they were faced by more, and less predictable, movement within the system.

If, that is, it makes any sense hereafter to talk about a "system" at the local level. Open enrolment means the negation of planning. Any body — a voluntary organization just as much as a local authority — responsible for more than one school serving a single area, would be bound to make plans about catchment areas and pupil numbers if they wanted to use their physical plant and human resources in the best advantage. That is to say, they would be bound to intervene — to apply human intelligence to the achievement of the best results, rather than leave it to the free and unfettered operation of a quasi-market. But leave it to the market is what they will now have to do. Planning will, in future, be retrospective; a matter of picking up the bits and presiding over the bankruptcies after the consumers have made their educational purchases.

Mr Baker's consultative document is not obliged to argue the case for the changes which are now proposed — the argument (such as it was) took place in the election campaign and the fiction is that the principle has been decided by the voice of the people. But the consultative paper does relapse into the argumentative mode in paragraph 3, when its authors opine that "The widespread use of the flexibility available under the 1980 Act... has often inhibited and delayed necessary rationalization...". This may be true. What is certain, however, is that

the open enrolment (coupled with the opting out provision) will reinforce not reduce the inhibitions against rationalization. After all, if you cannot plan the distribution of school places between a number of schools, how can you rationalize? And who is going to go through the political and administrative hassle of restructuring a local education system if it is Government policy to do away with all systems — ie interlocking arrangements for primary and secondary schooling which assume a rational distribution of human and physical resources across a whole area?

If open enrolment represents the negation of school planning, the consequences will be seen, as Anne Sofer points out on the back page, in what happens to plans to take surplus places out of operation. Does the Treasury realize that this legislative change will put a blight on all plans for restructuring, closures and mergers? Already it looks as if the Government intends to go ahead with a Rate Support Grant settlement which includes a totally unrealistic figure for the savings which authorities can be expected to make by taking surplus places out of use. Open enrolment legislation will cause the split between Treasury hopes and what happens on the ground to widen even more. The facts speak for themselves. Mr Baker, the pragmatist, must understand this, even if Mr Baker, the loyal acolyte of the Prime Minister, shuts his eyes to the facts.

This proposal as it stands is going to raise costs and lower efficiency. It could be improved by laying down planning principles which could be invoked to limit the unfettered exercise of market forces. But planning principles are anathema in the present climate. The people on whom a lot of the strain will fall will be heads. Stand by for even more early retirements. Stand by, too, for the national curriculum paper which Mr Baker settled on Tuesday.

## Second opinion Time to reshape the sixth form

If there is one element in the new Education Bill which has wide support in all parties, it is surely the introduction of a national curriculum.

Most discussion of the national curriculum has concentrated so far on the primary stage, which is natural enough since there are more primary school children than secondary and more primary schoolteachers in the two big unions than secondary. Nevertheless, Mr Baker might do worse than start at the other end of the age range with the sixth form.

Everybody has agreed for years that the sixth form needs a broader curriculum. The effect of early specialization spreads right down the school so that future doctors (and even more, future vets) have to concentrate more and more, earlier and earlier, on pure science, in order to beat the competition for university places.

Future doctors in Germany do not. No one would design such a process of education, yet no one has been able to change it. The schools tried in 1963 with the "agreement to broaden the curriculum", and failed. The school chancellors tried and failed in 1962. In 1966 the Schools Council tried and failed with "major" and "minor" subjects (now revived as AS levels) and in 1967 with "principals" and "electives".

When these were also rejected either by the schools or universities, the two got together and the Schools Council and Standing Conference at University Entrance put forward joint proposals ("qualifying" and "enriching" in 1971 and replaced by "normal" and "further" in 1979).

There has, therefore, been no lack of consultation, only the lack of any national body capable of implementing even a widely agreed solution.

Nor would there be any difficulty in proceeding gradually — through limited experiments. Small numbers of British students already enter our universities with preparation and qualifications very different from the British three A levels: the International Baccalaureate or European Baccalaureate.

Way back in 1979 the Schools Council set up a working party to study the feasibility of a limited, monitored, four-year experiment with the International Baccalaureate in 20 English schools and colleges. Again, there was general agreement and 45 schools and colleges volunteered to participate. A survey of the small number of entrants who by then had already completed first degrees, showed that they did marginally better than those who entered with A levels, but against the working party's recommendation to proceed with the experiment, they rejected.

There is no reason at all why a limited experiment of this kind, conducted perhaps by the GCSE board in consultation with the International Baccalaureate, should not be carried out. The preliminary discussion has been held and the evidence from nearly 300 graduates who entered with the broader pattern of qualifications is now much more substantial and encouraging.

Above all, those participating in it know that there was at least a chance of its results leading to a change of its results leading to a change. For it is surely the pattern and not the detail which a national curriculum should prescribe, and the sixth form is the area where the pattern is most widely agreed to be in need of reform.

A D C Peters

Alec Peters is a former director of the Oxford University Department of Continuing Education and a member of the Schools Council.

Barry Hugill tests the mood of I.e.a. officials gathering in Lancaster for their annual conference

## Labour and Tory unite over Bill

Senior Labour local government politicians are prepared to "tone down" their criticism of Mr Kenneth Baker's forthcoming Education Bill in an attempt to forge a "united front" with Tory councillors worried that the Bill will strip them of many of their powers.

The Council of Local Education Authorities conference in Lancaster this week has seen a number of meetings between the two sides in an attempt to iron out differences over strategy.

The united front proposition first came from Mr Philip Merridale, the Tory education spokesman on the Association of County Councils. Some spokesmen on the Association of Metropolitan Authorities, with a proposal for joint action.

Mr Peerman's successor, Mr Neil Fletcher, the ILEA leader, has responded enthusiastically to Mr Merridale's gesture and has indicated that he is ready to make compromises in the furtherance of unity.

Mr Merridale has made it clear to Mr Fletcher and his Labour colleagues that he will have no part in any campaign of root and branch opposition to the Bill. He will, however, work with them to point out the administrative difficulties that could arise if Mr Baker attempts to implement his open enrolment plans without full consultation with the local authority associations.

There have been signs in the past couple of weeks that the Minister is worried about the management of the education system once his Bill becomes law. He has held a series of informal meetings with local authority education officers asking them for advice on the drafting of the legisla-

tion. The Labour-controlled AMA instructed its officers this week not to assist the Government with drafting legislation and warned its member authorities that their officers might also be approached for help by the DES.

He has also told Mr Merridale that he would welcome suggestions from both local authority associations about the most effective way to phase in his changes.

Mr Baker's latest idea is to use the local authority advisers and inspectors to "police" the national curriculum with its attendant testing of pupils at the ages of 7, 11, 14 and 16. This could not work without the co-operation of the I.e.a.s and is seen by several local government politicians as an indicator that the Minister will have to listen to them.

Mr Baker is due to speak to the CLEA conference today and it is anticipated that he will express a willingness to listen to "constructive advice" from the local authorities.

Mr Fletcher said on Tuesday that he had a great deal of sympathy for Mr



Philip Merridale: initial gesture

Merridale's view. "The general election has obviously changed things and I for one have no intention of re-litigating the trenches throwing grenades. We obviously need to compromise."

At last year's CLEA conference, Mr Fletcher was instrumental in the formation of the Campaign for Local Education. He hoped the campaign would unite the AMA and the ACC in opposition to Mr Baker, but it was effectively killed when the ACC re-



Neil Fletcher: ready to compromise

fused to participate in what was clearly an overtly political, anti-government, pressure group.

The need for a unified local government response to Mr Baker was an important theme at last weekend's Society of Education Officers conference in Manchester. Dr Bill Stubbs, the ILEA chief officer, urged the creation of a "strong national voice representing the local education service".

## Fletcher denounced as 'cut-throat careerist'

Mr John Peerman, the newly-ousted education spokesman for the Labour-led metropolitan council, this week made an astonishing personal attack on his successor, Mr Neil Fletcher, leader of the Inner London Education Authority. *James Meikle writes.*

"What he has done is classic, political back-stabbing of the first order," Mr Peerman said. "It is his stock-in-trade. People need to recognize cut-throat careerists for what they are."

Mr Peerman, who led the employers' side during the last year of the teachers' pay dispute, was defeated by 19 votes to 7 last week in a secret ballot for the chairmanship of the education committee of the Association of Metropolitan Authorities.

Only last month Mr Fletcher triumphed over Ms Frances Morrell in a contest for the ILEA leadership. After his latest victory, Mr Fletcher was careful to avoid a slanging match, paying tribute to Mr Peerman's hard work and commitment. "The education service owes him a lot."

Mr Peerman, stung by newspaper reports about an attack he made on the then Shadow education spokesman, Mr Giles Radice, claimed he had been the victim of a "stitch-up". He said he had never openly criticized Mr Radice and "a letter I wrote to Neil Kinnock in very carefully structured language was quite deliberately and mischievously leaked to the media."

Colleagues of all parties and officials were distressed that Mr Peerman did not always spell out what was going on in the pay talks. But Mr Peerman defended his style alleging that what was reported to colleagues "had a habit of leaking."

## 'Bunker' mentality will deter ablest

Bright people will not want to become teachers if Mr Baker legislates for a centrally controlled national curriculum, a senior academic warned this week.

Dr Harry Judge, the director of the department of educational studies at Oxford University, told the conference that teachers in future would be "backed to a national curriculum in the worst traditions of centralized countries".

He feared Mr Baker's legislation would turn teachers into "an oppressed bureaucracy" and that the most able graduates would not be prepared to enter teaching.

He predicted a serious shortage of teachers by the 1990s. The Government was intent on introducing the worst features of the American school system, without considering the problems that had arisen in the USA and other countries with a central-

ized curriculum, he said.

"Our masters seem as insulated from such experience in other countries (unless it is thought to happen in West Germany or Japan) as they are from the experience and commitment of those who at present have the painful responsibility of maintaining the quality of the system in this country. The power is at present in the hands of an educationally isolated directorate in a politically impregnable bunker."

## Straw to shine as Baker's Shadow

by Barry Hugill

The Jack Straw appreciation society was in good voice this week — with reason. Mr Straw, aged 40, the MP for Blackburn, has finally become Labour party education spokesman, replacing the hapless Giles Radice who faces a long exile on the back benches after falling (by a large margin) to be re-elected to the Shadow Cabinet.

A former National Union of Students president and ILEA councillor, Mr Straw was much fancied to take over from Mr Radice in a shadow cabinet reshuffle last year. But it was not to be, despite a sustained attempt by his many friends in local government to convince any journalist who would listen that Jack was the man for the job.

Mr Straw's strength is his well-honed, forthright, Labour's local government lobby, forged during his time as a councillor in London, and now much more substantial and encouraging.

Above all, those participating in it know that there was at least a chance of its results leading to a change. For it is surely the pattern and not the detail which a national curriculum should prescribe, and the sixth form is the area where the pattern is most widely agreed to be in need of reform.



Jack Straw: impressive grasp of financial complexities

during the weeks before the general election demanding Mr Radice's head on a plate.

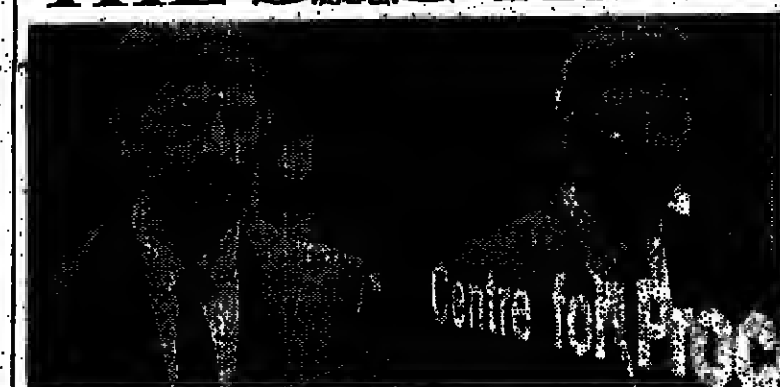
Mr Radice was aware of the plotting against him and it is to his credit that he never indulged in the character assassination tactics employed by some, but not all, of his critics.

Mr Straw is an altogether tougher character than Mr Radice and, if he

comes under attack, will fight back. He is usually designated a YAK — young ambitious, Kinnockite — and is described as a left-winger. In the new model Labour party this is a fairly meaningless term as there are few noticeable differences between him and his predecessor, who is now regarded as a right-winger.

Mr Straw is an acknowledged master of the small print and looks set to give Mr Kenneth Baker a hard time.

## THE TIMES



Bodo Linnhoff (above) is a remarkable professor whose discovery of the Pinch Principle has built a bridge between academia and industry, boosting research and saving millions in energy conservation. *The Times* meets Linnhoff next week



and regularly in *The Times*, Bernard Levin on the way we live now, John Clare on education, Philip Howard on words, Frances Gibb on the law, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, John Woodcock on cricket, Shona Crawford Poole on travel, Jane MacQuitty on wine, the humour of Mel Calman and Barry Fantoni, John Higgins at the opera, the unique *Times* crossword... and much more.

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## PRIMARY

# Celtic cavalry ride to the rescue of Brent

by James Meikle

The much-criticized London borough of Brent has relieved its primary school staffing crisis - thanks to a recruitment drive in Eire, Ulster, Wales and Scotland.

At one stage it was feared that there would be up to 50 primary vacancies at the start of the autumn term, but the borough is now expecting to fill every one of its 1,200 posts.

The council has therefore called off another recruitment drive - although it may still have problems with supply staff. Children have been sent home in recent weeks because there have been no teachers to cover absences.

Brent sent recruiting teams to various parts of the British Isles and lured "quite a few" teachers from Eire where there is a surplus of primary staff. Discussions with the Department of Education and Science lead officers to believe there will be no problem over recognizing their qualifications.

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Mr Michael Stoten, Brent's new director of education, said: "I am absolutely delighted. People have worked damned hard. These recruits are very, very good."

Brent is planning to create three new senior education posts as part of a big administrative reorganization. Her Majesty's Inspectorate recently criticized the borough's "incompetent" management and Mr Stoten has successfully advocated having four deputies instead of one. Both the current deputy post and a third-tier job are already vacant.

The new deputies will have separate responsibilities for curriculum and training, operational management, community education and administration and, with their clerical support, will cost the borough £112,000 a year.

Mr Stoten said the additions to the 12-member team of senior administrators was "not unreasonable". Any outfit that is spending about £100 million a year needs a power house and at the moment we have not got one.

The authority has, however, shelved big rebuilding programmes at two secondary schools. Only 60 per cent of secondary school places in the borough are filled at present and a review of future provision is to start soon.



In a spin: pupils from St Matthew's primary school in Cambridge tackle the intricacies of spinning thread during a community project at their school. The four-week course gave them a glimpse of practical skills from the past.

## Nurseries face disruption next term

by Cynthia Body

The long-running nursery nurses' dispute could cause widespread disruption in many parts of the north of England, the Midlands, Scotland and Wales in the autumn.

Nursery nurses and classroom assistants in Cheshire were the first to take industrial action over claims that their duties and responsibilities have not outstripped 20-year-old job descriptions and salary grades. They have been working to rule throughout the school year.

Now Salford employees are taking similar action and those in Wirral are meeting shortly to discuss action in September. In Wigan they are in dispute and in Manchester and other local discussions are taking place. North Wales, Gwynedd has been in Clwyd's long fight for a better deal.

The nursery nurses' demands for a review of their pay and duties have been resisted by the national employers' organization, on the grounds that dissatisfaction is limited to the north-west.

The north-west employers' group, together with a number of local authorities, are pressing for a review. Last week hundreds of nursery nurses descended on the Welsh coast of Colwyn Bay to lobby the quarterly meeting of the North Wales provincial employers. Hundreds more throughout the region staged a one-day strike at the North Wales employers' subsequently agreed to press for a review of the national employers' meeting.

If no settlement is reached by September, industrial action is likely to take the form of similar mass rallies.

## NEWS

## Time to reform A level secondary heads say

A major reform of the A level system is being advocated by the Secondary Heads Association.

SHA has concluded that the existing A levels deter many potential students from higher education; their "educational value in their own right" described in the White Paper *Better Schools* is too narrowly conceived; they may no longer be an appropriate foundation for all HE courses; they play too great a role in the selection for university and polytechnic degree courses; and they provide inadequate preparation for the world of work.

Furthermore, the subjects chosen too often perpetuate an artificial arts/science divide, the association says in its written evidence to the Higginson Committee, which is reviewing the A level system. "The opportunities for students to broaden their education and training are limited because syllabuses are so content-laden and time-consuming. Assessment is negative and the single exam is not a reliable guide to future performance."

SHA recommends an A level course comprising five or six subjects along

the lines of, but not necessarily identical to, the International Baccalaureate. Syllabuses should have reduced content, be criterion-based and modular, and must be coherent with the GCSE and the Certificate of Pre-Vocational Education syllabuses and assessment techniques it says.

The association also argues that the committee's own terms of reference are too limited. "To concentrate specifically on the principles that govern GCE A level syllabuses and assessment is to ignore the most fundamental question on the exact nature and purpose of post-16 education and the place for A level therein."

It is clear that SHA has reservations about the *Adapted Supplementary level* too. Entry levels across the country are variable, it seems only the brightest A level candidate are choosing the new exam and not all post-16 institutions are offering a similar range of AS levels. It says a more appropriate AS level could also be introduced to differentiate between students of the highest ability.

## Queen Mary's snatch title

Queen Mary's grammar school of Walsall were the surprise winners of last week's British schools' chess championship, sponsored by *The Times*.

But it was not an easy victory - they won in the closing moments on a tie-break from past champions St Paul's of London.

The final results, with Queen Mary first were: Mark Wheeler, 10; Arzavali, Darren Wheeler, 9; Cavendish, Paul Burton, 8; Daniel Aldridge, Mark Cooper, 7; Cooper, Babs and Mark Hewitt, 6; and Jim Croxall.



The Chief Conductor, *The Times* British Schools' Chess Championship, Alan Road, Hale Lane, Edgware, Middlesex HA8 9QG. An entry fee of £5 is required for each team.

## NEWS



Alan Foster (top left): "A lot of adults are afraid of maths; we want our children to enjoy it and use it confidently"

Susannah Kirkman spends a day at the Gloucestershire maths fair

## Calculated to amuse

"A super fun circus" was how one enthusiastic eight-year-old described the Gloucestershire maths fair last week, when the county's advisory maths team took over a school for three days to prove that maths can be enjoyable.

"A lot of adults are afraid of maths; we want our children to enjoy it and use it confidently," said Mr Alan Foster, one of the advisory teachers.

Many of the fair's 2,500 young visitors tackled the different games and activities with zest. "Maths is a great laugh," according to 10-year-old Richard from Upton St Leonards School. He won a certificate to say that he had successfully used a computer to solve a mathematical puzzle round an obstacle course.

The county's computer bus was used with a class of 11-year-olds from a primary in Stroud. School which had been using microcomputers on the computers. They have only one com-

puter in their school, so are restricted to 20 minutes' computer work a week.

Mel the Mathematician entertained children with dice and number tricks, including a magic number square. "The main aim is to show that maths can be fun," said Mr Mel Moore, a maths teacher for 29 years before becoming a full-time magician.

In the games room, pupils played domino logic, where they had to match their dominoes to a pattern, and Perfection, which involved pushing dominoes into the right holes to a time limit.

Secondary pupils constructed heli-

copters out of paper, orange sticks and Blu-tack to see which would stay up the longest - 32 seconds was the record. Younger children made magic masks out of different geometrical shapes and painted symmetrical pictures.

Maths treasure trails on the school field intrigued pupils of all ages. Children had to solve a series of mathematical problems before reaching the treasure, but they had plenty of help. "There is no point in making maths frustratingly difficult," said Mr Foster. He felt that the children were motivated to follow the treasure trail because it helped

them work out a clue.

The fair also gave teachers an opportunity to exchange new ideas and display their work. The most interesting exhibits showed how schools used environmental and real life problems to teach maths. As a maths project, pupils at Haresfield junior school suggested improvements to their playground and toilets. They had to work out the dimensions of a new pool, and calculate the cost and quantity of the toilet flushers required each term.

And the cubic metre bags of playpark needed to cover the adventure playground. "If it's relevant, even a complicated problem becomes easy for children to cope with," claimed Mr Foster. "When the pupils discussed the changes with the L.C.A.s' representatives, they were as conversant with the figures as the officials."

As a geometry topic, pupils at Dursley Church of England school looked at shapes and patterns from their environment - a brick wall, the hall floor and a stockroom cupboard.

"A major aspect of maths is spatial awareness. If you restrict that to the blackboard, you are not providing pupils with a useful, three-dimensional experience," Mr Foster believes. Gloucestershire's multi-cultural advisory team demonstrated ways of introducing number systems from different cultures. Gujarati snakes and ladders allowed Gujarati children to see their culture was valued - and all pupils to understand that many mathematical ideas come from other countries.

## ILEA lifts ban on lunch supervision

The Inner London Education Authority will allow teachers to volunteer and be paid for mid-day supervision, following a long battle with the two unions for heads and deputies.

The prospect of some heads closing schools at lunchtime and the need to establish better relations seem to have led to the change of heart, which has annoyed the dinner ladies' union, the National Union of Public Employees.

Only one third of the 1,800 new senior supervisor posts, from which teachers were excluded to November 1986, have been filled. Heads had to be many cases advertisements or prompted enquiries from unsuitable people.

Both the National Association of Head Teachers and the Secondary Heads' Association have complained that most local schemes are under-funded and argue that teachers are more likely to control children than other adults. The NAHT is actively encouraging members to consider changing the structure of the school day for both teachers and pupils.

The ILEA says teachers will only be able to volunteer if there are no suitable applicants for the senior supervisor job, which will be worth £5.46 an hour and could be split between two people over 90-minute sessions each day. The Inner London branch of the National Union of Teachers is advising its members not to volunteer.

The ILEA's Labour group has agreed to raise the price of school lunches to £1.50 a week, to be paid by parents. The price of school lunches will be £1.50 a week, to be paid by parents. The price of school lunches will be £1.50 a week, to be paid by parents.

Jeremy Sutcliffe reports from the summer meeting of the Society of Education Officers in Manchester

## Service brought trouble on its own head - Stubbs

Teachers and local authority officers have come under attack for undermining public confidence in the education system.

Dr Bill Stubbs, education officer and chief executive of the Inner London Education Authority, told his fellow education chiefs in Manchester at the weekend they had only themselves to blame for the loss of public support.

Teachers had alienated parents and "other users" by their reluctance to recognize their legitimate interest in the curriculum. The profession had been over-protective, while the prolonged teachers' dispute had further weakened community support.

Local education authorities had, at the same time, too often left curriculum matters to the schools and failed to assume their responsibility under the

1944 Education Act.

They were too immersed in institutional organizations, budget problems and industrial action to take up their proper curriculum role.

He also warned Mr Kenneth Baker of the dangers of "ossification" of the curriculum if the proposed National Curriculum Council does not respond to the latest developments. "One has only to look at Japan where until recently the national curriculum did not permit introduction of computers into schools," he said.

The Education Secretary's proposed changes were met with scepticism and defensiveness by many officers at the conference. "Bench-mark" testing, in particular, aroused opposition from several officers, who believed it would lead to a narrowing of the curriculum.

The results of compulsory tests for children at the ages of 7, 11 and 14 were certain to be published and used by parents to assess schools' performance, said Dr Stubbs. "I do not see how these tests cannot be published. Parents will want to know how their children are doing and will want to know how their school compares with other neighbourhood schools."

The Society of Education Officers' president, Mr Dennis Hatfield, said the Government proposals, if implemented, could create difficulties ensuring high quality education for all pupils. The society strongly believed that the best schools should be available to all pupils and that the best schools should be available to all pupils.

## UNDER NEW MANAGEMENT



The Secondary Heads' Association has published two important books on the implications for school management arising from Education Act 1986 and the New Conditions of Employment.

They are applicable to all sectors of schooling, have been widely acclaimed and are now generally available.

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IN BRIEF

Sociology 'sabotage'

Sociology teachers in Britain's schools and colleges have been accused of sabotaging the country's economic prosperity.

Professor David Marsland who teaches sociology at Brunel University, West London, says in his new book that sociology, as currently taught, is biased against business. He calls for radical changes to eradicate what he claims are its 'Marxist' views.

In this book, based on detailed research into current methods of teaching the subject from G level to universities, he says sociology 'oppresses and enshrines a one-sided anti-capitalist morality'. Counter-arguments emphasizing the value to Britain of industry and business were 'systematically neglected'.

*Bias Against Business*, £4.50 plus 50p postage is available from Goron Pro-Print, Churchill Industrial Estate, Lancing, West Sussex. A review will appear on the book pages in due course.

OU contract

The Open University is to be given a big role in the running of the Open College, the television-based mass adult training system which starts up in September.

It will be responsible for up to 10,000 people who are expected to enrol as distance learning students instead of attending one of the 100 local student centres which are being set up for the Open College. Under a contract announced this week, the OU will run the college's national distance learning centre for the first three years.

Teenage smoking

Pupils in Powys have recorded the highest incidence of teenage smoking in Wales. Twenty-two per cent of fifth-form boys and 30 per cent of fifth-form girls smoke.

A smoking prevention plan devised by the authority recommends that health education should be a core subject on the curriculum, with a co-ordinator in each school. Smoking should only be allowed in staffrooms after consultation with non-smokers, and should be restricted to specific times and areas in FE colleges.

Key to success

A severely disabled 22-year-old man has gained his university degree after tapping out his answers on a micro-computer keyboard using a probe strapped to his head. Mr Allan Wall, who has suffered from cerebral palsy since birth, now hopes to gain his Master's Degree and Doctorate in Philosophy over the next three years. He is a student at the University of Manchester's Institute of Science and Technology.

Out of court

Four teachers from Sheffield's Tipton comprehensive school who left children to wander around London while they watched tennis at Wimbledon have been severely reprimanded by education chiefs.

The teachers with four pupils were the only ones who managed to get tickets for the tennis when they went on a school trip to the tournament. Furious parents demanded an inquiry into why the 35 other 13 and 14-year-olds were left to roam around the capital unsupervised.

Job suggestions

The unions representing school meals and cleaning staff in Sheffield want more women to take on caretakers' jobs. A working group of auxiliary workers also suggests more training and better communication between management and staff. Their list of suggestions is the first produced by the National Union of Public Employees.

Ian Nash reports from one of the National Union of Teachers' most prestigious in-service training initiatives which may be in danger of folding

The refresher threatened by Mr Drought

When open-plan schools were introduced in Monmouth and Newport in the early 1960s, there were predictions of escalating truancy and plummeting standards. But the fears proved unfounded: teachers were simply prepared for the changes after in-service training at the Caerleon Refresher Course of Lectures.

And when concern over declining levels of literacy in schools mounted in the seventies, a course promised to show any interested teacher 'How to Teach the Parts of Speech in Thirty Minutes'.

The Gwent Education Convention and Exhibition - as the course is now known - has adapted repeatedly to meet new demands on education since it was started by the National Union of Teachers in 1955.

Prominent among this year's programme of more than 80 subjects, which attracted three-quarters of Gwent's teachers, were health education and child abuse, primary science, the Technical and Vocational Education Initiative and GCSE assessment and moderation.

But there is talk of it being the last convention. For as long as most teachers can recall, Gwent schools have closed for two days in July and they have descended on Caerleon College of Higher Education for lectures and seminars organized by the NUT in consultation with the other unions.

Now, a combination of Government legislation and radical plans by the

local education authority to reshape in-service training challenges the future of an event which the NUT prizes as an example of its commitment to much more than pay and conditions. As 3,000 teachers gathered on campus for the 48th annual convention, Mr Geoffrey Drought, director of the L.E.A., warned that the event (which was stopped only by World War II) would have to reform or die.

He no longer sees it as an appropriate way of using two of the five days allowed for in-service training under the new Teachers' Pay and Conditions Act - five days for which the Government has promised to foot the bill.

"I do not believe the convention delivers the kind of commitment that either the L.E.A. or Government wants in terms of the use of time or the teachers' professional development. It is not just my thought but the view of the majority of heads and staff," he said.

"Our view is that it will have to change substantially to survive. It will have to reflect more nearly the needs of individual teachers and fit in with the county-wide plans for in-service training."

He envisages a year-long rolling programme of in-service training with two days designed by the Staff Development Unit, which has just planned by headteachers as school-based in-service training.

This leaves no time for the convention. But Mr Drought hopes it will "not



Talking Turtle: Gwent teachers get down to the new geometry at Caerleon College only survive but flourish as part of the county in-service programme at the weekend or in the holiday period. He also expects teachers to continue paying the nominal £2 fee for lecturers' expenses.

Predictably, his comments provoked a furious reaction from the NUT. Mr Mostyn Phillips, secretary of Gwent NUT, said: "His comments are misleading; they are based on a straw poll which I took to be very much for the convention."

He accepts a need to change to account for innovations and the Government's grant-related in-service training (GRIST) plans. "But it is not for Mr Drought to decide our future. There is a convention committee involving all the professional and trade union interests and the authority's education committee to consider."

Apart from the question of whether the convention is the best means of delivering in-service training, Mr Drought made it clear that he does not like the NUT "making the running on behalf of the authority."

Mr Phillips admits that the NUT wants to conserve "a unique event that is organized for teachers, by teachers". Inevitably, the NUT loomed large

since it had the largest membership. But he also believes the demand to remove the event from the 195 contract days is an attempt to undermine it and "kill it off" by questioning teachers' commitment.

Mrs Desree Tucker, president of Gwent NUT, believes much more than the courses would be lost if the convention were wound up. "Mr Drought's in-service plans would leave teachers isolated in their specialist areas and schools," she said.

"As well as our chosen course of lectures we come into contact with a wide range of expertise from teachers not specifically in our area. Clinging to our own case, she says she increased her interest in special education."

Teachers last week made it clear that they thought the convention created the best opportunity to meet people from other sectors, as well as offering constructive criticisms to a range of publishers at what has become the largest education exhibition in Wales.

"It also gives us the opportunity to hear from national and international experts from all fields of education, bringing us into contact with new and exciting ideas from other parts of the country," Mrs Tucker says.

Government changes have prompted a resignation from the MSC

Sir Bryan gives up chairmanship

Sir Bryan Nicholson, the former top business executive who heads the Manpower Services Commission, is looking for another job. His three-year appointment as chairman ended in October, and will not be renewed.

Although Sir Bryan is recognized throughout industry and education - as well as within the Commission - as a brilliantly effective, rumoured to have been in the Government for months that powerful figure in the Government have been determined to oust him. It appears they feel that his outlook and style, despite his Conservative Party membership, place him well outside the "one of us" fold.

In the event, Sir Bryan says he wants to go. He believes he has achieved all that he set out to do, and wants to move on to new challenges. He has been in the MSC since 1984, and his fellow commissioners have always opposed - and his insistence on reducing the unions to a minority voice clearly portend a new era in the MSC. It is one in which Sir Bryan's distinctive

impose the quality standards which had eluded his predecessors.

In quick succession, he then got Government approval for the development of the Open College to harness distance learning to vocational training; for the extension of the Technical and Vocational Education Initiative pilots into a full-scale programme for all schools and colleges; and for the launch of the new Job Training Scheme, a work experience-based training scheme for the long-term unemployed which the Commission's officials first thought about in the declining months of the Callaghan government.

But the Government's determination to end supplementary benefit for youngsters who refuse to join and stay in the YTS - a move which Sir Bryan and his fellow commissioners have always opposed - and its insistence on reducing the unions to a minority voice clearly portend a new era in the MSC. It is one in which Sir Bryan's distinctive

skills might find less scope.

Sir Bryan, who was a senior executive of the Rank Xerox multi-national when he took the MSC job, has no plans to return to the business world. He would welcome another demanding task in public service, possibly in an international body.

At a conference in London this week to introduce the Whitbread Initiative, a package for developing social and enterprise skills in the YTS which enables trainees to use computers to assess their own progress, Sir Bryan warned: "We are not going to create a scheme which will stand over the years unless all of us go on recommitting ourselves to its quality, year after year."

Mr Sam Whitbread, chairman of the brewing group which funded the package, said he welcomed the pressure on managing agents to maintain standards because otherwise "the YTS movement will simply fade over the years".



Sir Bryan: outside the fold

Union critics now want to stay on board

Trade union radicals and outside groups who have for years urged the Trades Union Congress to walk out of the Manpower Services Commission now believe it should cling to its three seats - despite Government plans which will make the union representatives an impotent minority.

These groups argue that until now the TUC, because it has shared formal power with the Confederation of British Industry, has been saddled with the moral responsibility for the MSC's policies, even when they were dictated by the Government. At annual TUC congresses and at other union conferences, the critics have demanded that the TUC leave the Commission unless the policies were changed.

But now that it is to be stripped of any real influence - it will be outvoted 3-1 by increased employer representation - the TUC has no longer to be held responsible for the MSC's decisions. Critics say that will leave it free to oppose publicly any measures it regards as oppressive. Continued mem-

bership in these circumstances is likely to be useful, it is argued, because it will leave the TUC with access to inside information.

Support for remaining on the Commission will be welcome news for the TUC establishment, anxious to retain virtually its last foothold in the national power structure.

But there is no indication that officials want to take on the opposition role being held out for them.

On the contrary, they have drawn up formulae to get round decisions like the TUC general council's resolution to withdraw support from the Job Training Scheme, arguing that this does not mean a boycott.

MSC senior officials know that Labour was prepared to continue the scheme, although on a "benefit plus" basis which would have given trainees a small grant in addition to their continued supplementary benefit payment.

Deadline for guidelines runs out

by Owen Surridge

The Government, determined to revolutionize the way schools handle careers education and guidance, is preparing to bring heavy pressure on local authorities to meet guidelines it laid down earlier this year.

At the annual conference of the National Association of Careers and Guidance Teachers at Brighton last week, Mr John Cope, then Minister of State for Employment, appealed to teachers to help the Government implement its strategy. He urged careers teachers to "push themselves forward" to make sure that the careers education and policies which authorities had agreed to adopt were put into effect.

Last April's guidelines called on authorities to review careers education and guidance provision, and to draw up plans to integrate and improve them. They were issued against a background threat from the Education Secretary that if they failed to respond, the provision might be prescribed in the planned national curriculum.

Mr Cope told the teachers a booklet published at the same time as the guidelines, *Working together for a better future*, was the leading edge of a marketing exercise intended to stimulate discussion amongst local authorities, parents, governors, and teachers.

"We want to strengthen your hand and your role in the schools so that your pupils get a better careers education, for their sake and for the future of the country as a whole."

Edited by Mark Jackson

Squeezing public service off the air

Gillian Macdonald discusses the educational implications of the responses to the Green Paper on the future of radio

Three new independent national radio stations, hundreds of community stations, and a wider choice for the consumer, dictated by free market forces, are the main proposals in the Government's Green Paper, *Radio: Choices and Opportunities*.

Whether they will result in a greater range of programmes or mark the beginning of the end of public service broadcasting will be put to Mr Douglas Hurd, the Home Secretary, when he addresses the Radio Festival audience in Bristol today.

Mr Hurd and his colleagues have had three weeks to consider the public's response to the Green Paper. What was published in February. More than 50 submissions have been received, and in general the reaction has been welcoming, though with some serious caveats. The Green Paper stressed the importance of striking a balance between the BBC and new competition which might operate under a lighter system of regulation. Many of the responses asked whether this had been achieved.

The Government's recognition of the power of radio has been fully received, and in particular its proposal to develop community radio. A rapid expansion is now imminent, but in order to maximise the range of output, the Government proposes to open up the commercial sector to independent radio and transfer its responsibility for public service broadcasting from the BBC to the new regulator, the Independent Broadcasting Corporation.

It should be noted that the proposals for independent radio are subject to a number of conditions. The Government will ensure that the new stations are not a threat to the BBC's public service role.

plans to surrender the medium wave band of Radio 3 and to reduce its current practice of broadcasting simultaneously on split frequencies on medium wave and VHF. By avoiding duplication on the two, it could release additional frequencies.

At the same time the BBC stresses the increased importance of its public service programmes, which currently go out on Radio 4/VHF. It points out that it will require a dedicated outlet "over and above the four basic networks, for much of BBC Radio's Continuing Education, most of such Open College work as may emerge, virtually all Schools Broadcasting and Open University programmes."

Where this outlet will be remains in doubt. Speaking at the announcement

of the BBC's response last week, Mr Brian Wenham, the managing director of radio, acknowledged that there was insufficient demand for a totally dedicated network. But he did reiterate that education programmes would remain on VHF.

His successor, Mr David Hatch, who takes over next month, was more forthcoming. He said proposals being discussed included a mid-morning slot on Radio 3/VHF, more night-time broadcasts for downloading, repeats of schools programmes to be available on cassette, and the scattering of continuing education programmes around the networks, as appropriate. Already there is evidence here of a reduction of formal education hours in the main schedules.

There is much greater concern, however, about the deregulation of independent local radio. The paper proposes to open up the field with a mass of new stations coming on air in the 1990s. A whole range of local and regional stations would offer greater choice of programmes and, in the long run, more independence from the monitoring eye of the BBC. The Government proposes to set up a new regulatory body to hand over to the Civil Authority, whose

stand the specific nature of their local radio programming and its audience. "Educative material in many guises," is how Ms Eileen Allan, education officer for radio, describes it. "It reaches a younger audience, in the 24-40 age range, perhaps slightly more downmarket." This audience, she says, would not necessarily absorb educational items, and could be lost to a dedicated public service broadcasting station.

These features are appreciated by groups like the IBA's Educational Advisory Council and the National Institute of Adult Continuing Education. Both argue strongly for the retention of IBA monitoring.

At their best, ILR stations have no items on child abuse, drugs, AIDS, exams and unemployment, with participating bodies including the Manpower Services Commission and the Department of Health and Social Security. IBA education officers have been disappointed to find that some stations have not yet set up contacts with television companies, education authorities, advisers and schools.

It is these public service values which would like to be retained by the new independent stations. They are sceptical about the Government's expressed hope that the clarity of local news, travel and other features would ensure the continuity of this type of programme in a deregulated ILR system.

How Mr Hatch will answer criticisms will be revealed this month.

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# Why state pupils miss 'going up'

HIGHER EDUCATION

Jeremy Sutcliffe assesses the results of Oxbridge's attempts to attract more applicants from the state sector and analyses a study showing the effect of parental background on children's chances of higher education

Some of Britain's brightest pupils from state schools may be losing out on a university place at Oxford or Cambridge because of the teachers' dispute and low morale in the profession, admissions tutors believe.

Tutors at both universities believe the work-to-rule by teachers may have hit extra coaching for potential Oxbridge entrants and persuaded some to apply elsewhere. Other pupils, prompted by their parents, seem to have transferred to independent schools to take their A levels so as not to ruin their chances.

These factors lie behind new trends in application to the country's top two universities, which show a marked contrast in the fortunes of the two institutions.

While Cambridge has achieved a substantial increase in applications from the state sector (up 7.7 per cent on last year), those to Oxford have fallen by 10.9 per cent.

These apparently contradictory results suggest Cambridge is winning the battle to attract the elite list which has long been the preserve of independent schools. Both Oxford and Cambridge have recently introduced reforms in their entrance procedures.

Two years ago, Oxford abolished its post-A level or seventh-term entrance exam, and for the first time allowed

candidates to apply through the Universities' Central Council on Admissions. However, it decided to keep its pre-A level fourth-term exam, thus offering a choice to candidates.

Admissions tutors at Oxford are currently holding an inquiry to try to discover why, despite these new procedures, there has been a swing in favour of independent schools.

One theory they will have to consider is that the choice between the Oxford entrance exam and relying solely on A level grades may be deterring candidates. Tutors at a recent open day at Keble College, where the new Oxford procedures were pioneered, had to work hard to reassure potential candidates that neither method was ruled above the other.

They will also have to consider closely the reforms adopted by Cambridge, which has abolished its fourth term exam. Some candidates are asked to sit a Cambridge sixth term exam paper, but most are made conditional offers dependent on A level grades - usually a minimum A, A, B.

"Overall we are pleased with the working so far of the new system. The rises in applications from pre-A level candidates (up by 1,000 to 87 per cent), from women and state schools are all encouraging signs for the future," said Dr Rae Mitchell, who chairs the Cambridge Admissions Forum.

Mr Ted Baskerville, Oxford's admissions officer, is frank about the university's own performance. "The new scheme has not succeeded in attracting more students from state schools. This could well be because of outside factors coming to bear," he said.

These include demographic changes, which have hit state schools hard. The birth rate fell in the late 1960s, the drop was substantially greater among lower income families.

But Mr Baskerville also points to the growth of independent schools during the 1980s, to the teachers' dispute and low morale in state schools.

"These other factors are important. 1985, using a sample of 17 to 20-year-old school-leavers with A levels or Business and Technician Education Council qualifications, also examined the impact of sex, type of school or college and social class.

It shows parental influence is closely linked with social class just as children of parents with degrees do well whatever type of school they attend, so do those whose parents come from high social class backgrounds achieve better A level results and are more likely to apply for an HE place, particularly at university.

Children in these categories are more likely to be educated at independent schools.

Sex is also a factor. Three out of four boys who applied for an HE place in 1985 wanted to go to university, compared with two out of three girls.

The study also reveals valuable information on other issues: acceptance rates. Eight out of ten (81 per cent) of students with A levels or BTEC qualifications in England and Wales were accepted for a place in higher education in 1985. Seven per cent of the 19 per cent who failed to get in (all A level candidates) were resitting exams.



Meeting of minds: sixth-formers from Liverpool's Blue Coat School atop for tea and information in Keble College

Oxford and Cambridge applications 1986/7 and 1987/8						
		Oxford		Cambridge		
	1986/7	1987/8	% change	1986/7	1987/8	% change
State	3,080 (34.3%)	3,278 (51.7%)	-10.7	3,264 (45.9%)	3,596 (50.0%)	+7.7
Ind	3,998 (45.7%)	3,068 (48.3%)	-1.0	8,836 (84.1%)	3,484 (50.0%)	-8.8
Totals*	6,778	8,343	-8.4	7,089	7,080	-1.2

\* Totals exclude overseas and mature entrants

\* Totals exclude overseas and mature entrants

We are trying to ensure that any candidate who is of Oxford standard is not deterred for any reason. But because of those outside factors I think we shall have to work quite hard to stand still. If we do show any increase at all, we shall all be very pleased."

That sombre view is, perhaps surprisingly, supported by Dr Mitchell, who warns that despite Cambridge's encouraging results, one year's figures do not establish a trend.

He, too, is aware that changes in the political climate, increased affluence among better off families and changing attitudes to education could affect admissions in future years.

"It seems to me true that more youngsters are going into the independent sector, and that independent school sixth forms are larger than a few years ago. Recently we have had quite a few applications from youngsters coming through on assisted places schemes. Something unusual is going on."

According to a recent survey by the Independent Schools Information Service, the number of pupils in independent schools is up by 1,000 on last year. But, says Miss Claire Austin, ISIS press officer, half of those are aged under seven years, while the rest are evenly spread through the age groups. "Our census does not show that children of secondary school age are leaving the state sector in droves," she said.

Proposals for the Department of Education and Science to merge the unit with the Further Education unit were abandoned after protests from the colleges and several colleges like the Manpower Services Commission.

Mr Maniell told education administrators and journalists in the Elizabeth House, the DES headquarters where the unit has its offices, that the proposals were the result of internal viciousness from within the building and not a naked ambition to take over the DES.

Relations with the following staff changes in the unit, which has the unit, say, the new under-secretary, have been successfully negotiated for all staff to be directly employed by the unit instead of being on the DES payroll.

# An irksome individual that will not be silenced

COLLEGE

Mark Jackson introduces the new officers taking over the helm of the Further Education Unit

The Further Education Unit, the so-called champion of educational values which has narrowly survived the reorganisation of ministers and management, but any suspicion that it has been brought to heel are misplaced.

Mr Baker has appointed an interim executive as the new chairman, the first to be drawn from outside education - and a choice some educationists see as a move to bring the unit back to "safe" employer control.

But Mr Alan Alnsworth, the 57-year-old personnel manager from the Player group who has taken over from Mr Joslyn Owen, denies that the unit's role as the independent voice of further education at least as much as his predecessor. Reminded by the unit's comments and statements of often embarrassed or disquieted officials, he shrugs his shoulders and says "Tough..."

The changes he wants will be confined to making the unit more effective and more attuned to the needs of the organizations which commission many of its studies.

Mr Geoffrey Stanton, a vice-principal who worked in the unit when it was first established by post-war takeover as chief officer in September. He, too, makes it plain that there will be no retreat from the unit's established role.

Earlier this month, Mr Jackson, the retiring chief officer, was asked out of the unit's reputation in the curriculum reform and its educational standards, spoke to the unit's independence.

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# The tempest in Stratford

THE FURTHER EDUCATION

Susannah Kirkman looks at the fate of grammar schools following the general election

The grammar school debate has taken a dramatic turn since the general election. At least two of those threatened with closure are considering opting out of L.E.A. control, while some authorities are backing away from reorganization schemes involving grammar schools in Stroud and Gloucester.

The Secretary of State is too strong to allow us to go ahead," commented a spokesman for Warwickshire. "Comprehensive reorganization is now a dead duck."

The Alliance-controlled London borough of Sutton has called off plans to abolish its grammar schools in favour of comprehensives for similar reasons.

After public consultation, Warwickshire had recommended reorganization along comprehensive lines in Rugby, Alcester and Stratford. But the hung county council - controlled by Labour with Alliance support - is now likely to shelve all comprehensive proposals until a more "favourable time," according to the Labour group.

There has been fierce local opposition to the proposed merger of the King Edward VI boys' school in Stratford, which boasts Shakespeare as its most famous old boy, with a local high school to form a sixth-form college. Feelings are also running high in Rugby, where the boys' grammar school destined for closure is part of the Rugby School foundation.

Yet the authority believes reorganization is essential if it is to cope with falling rolls. One Catholic secondary modern is almost down to one-form entry, admitting between 30 and 40 pupils a year. The King Edward VI School now has 393 boys. With only 80 sixth-formers, it is unviable, according to the DES's White Paper, *Better Schools*, which suggests that sixth forms should have at least 150 pupils if they're to offer an adequate range of courses.

Warwickshire difficulties are compounded by massive defections of pupils who have fallen for pupils to comprehensive schools in Oxfordshire and Gloucestershire.

Ironically, Gloucestershire is also being "squeezed between the Audit Commission and Mr Baker," as one

spokesman put it. Proposals to amalgamate two tiny Cotswold schools, Westwood's grammar and Bourton Vale secondary modern, have been rejected by the Education Secretary because the new school would not have had a sixth form.

The authority has now submitted new plans for an 11-18 school and is awaiting the Education Secretary's decision with keen interest. The Cotswold scheme is being used as a test case for reorganization proposals involving grammar schools in Stroud and Gloucester.

Education officers are particularly concerned that the Government's new policy of allowing schools to operate to capacity will make it even harder to maintain academic standards in grammar schools. A spokesman for Gloucestershire reckoned that the county's four grammar schools would be taking the top 35 to 40 per cent of children if they admitted as many pupils as they have room for.

Berkshire has managed to get round the problem by extending the catchment area for the two grammar schools in Reading, despite protests from parents of children at comprehensives robbed of their bright pupils.

In Devon, the fight is on to close seven grammar schools in West Plymouth, Colyton and Torquay, after the council's pledge to abolish the 11-plus. Four grammar schools in Plymouth have been closed already, so education officers predict a bitter struggle over the remaining three.

The L.E.A. argues that reorganization is necessary to halt the decline of West Plymouth's secondary moderns; children who fail the 11-plus are often sent to comprehensives in other parts of the city, leaving some secondary schools with rolls as low as 200.

from changing the character of the schools, although one of the boys' schools, Five Ways, has already decided to allow girls into the sixth form.

Birmingham is to launch a huge consultation exercise in September over the future of all the city's schools. "We're going to take a picture of resources to the whole of the city and explain the problems and the finance available, and ask for submissions," Mr Byron explained. "Our plans will be based on people's suggestions."

Not surprisingly, parents of grammar school pupils are often unconvinced by L.E.A. arguments about resources, falling rolls and the divisiveness of a bipartite system. Parents and governors at the Bishop Wordsworth boys' grammar school are keen to take the school out of local authority control. The main threat is no longer reorganization: the plan to scrap all secondary schools in the west of the city and replace them with 11-16 comprehensives and a tertiary college was turned down by Mr Baker earlier this year.

But the school buildings need urgent repairs which Wiltshire County Council is reluctant to carry out. The authority has been trying to scrap the 11-plus for 23 years and has said that it doesn't want to renovate buildings which "may not be necessary in their present form" if reorganization ever took place.

Roger Peach, a parent and an L.E.A. governor of the school, believes there will be strong pressure from other parents and governors to opt out of L.E.A. control if the authority refuses to renovate Bishop Wordsworth. "All schools under threat will think very hard about opting out. They'd be mad not to," said Mr Peach, who is also chairman of the recently-formed National Grammar Schools' Association.

Tiffin boys' school in the London borough of Kingston upon Thames also wants to opt out, if its application for voluntary aided status is rejected. However, Mrs Pam Wardley, the chairman of the parents' association, is well aware of the dangers.

"Taking yourself out of the L.E.A. could look idiotic," she said. "It won't solve the problem of the antipathy to grammar schools. And there's no big financial advantage. We've opted out, but we've got to get more money than L.E.A. schools, and there will be no 'bottomless pit' for capital expenditure, either."

The Government has left many questions about its new policy unanswered, according to Mrs Wardley.

The CRE report quotes depressing examples of prejudiced excuses from employers: "My customers won't take lightly to coloured drivers." "I'm not prejudiced. I just don't like Indians."

The report continues: "This is going on 10 years after the Race Relations Act was passed, despite the fact that the CRE has completed 139 pieces of legislation in 1986 alone."

The EOC strikes a more optimistic note; but then, it has only one-third of the CRE's budget and has always taken a lower profile. And discrimination against women, has perhaps, been more subtle.

But it has brought to light two types of discrimination against girls during the past 12 months: they don't get a full range of options in some schools; in Glamorgan (the Commission has started a formal investigation) and in Birmingham, they do not get the same number of places in grammar schools. Here the Commission has been granted leave to start a judicial review.

There is no doubt the examinations have had a beneficial effect on some people's lives because of their support for individual cases. They have also set precedents and established good practice, sometimes with only the merest threat of their rather puny law enforcement powers or legally formal investigation procedures. And they have changed behaviour, not at all attitudes.

But all too often they need to do more than persuade. Perhaps it is now time for the Government, with its stated commitment to the CRE and with a more powerful law enforcement machinery, to take the lead in the fight against discrimination.

But the CRE is not alone in the fight against discrimination. The Government, with its stated commitment to the CRE and with a more powerful law enforcement machinery, to take the lead in the fight against discrimination.



"Jailas, you ought to write a book"

# Classical answers for today

CLASSICS

Sue Surkes discusses new approaches to teaching Latin and Greek

Like countless fellow sufferers, I will never forget the unpeppable drudgery of Latin lessons.

There were, 26 little girls in form 3C, reciting *puer, puerum* incessantly, with only the dubious thrill of wars, invasions and other examples of death to look forward to.

We were not interested in how Romans died. What we wanted to know was how they lived, what they ate, how often they bathed and brushed their teeth. Some of our questions might have been answered had we started school a few years later.

For glancing through one of the twice-yearly issues of *Classica*, a magazine published by the Joint Association of Classical Teachers and aimed primarily at sixth-formers studying classical civilizations and languages, I found the following exhortation:

"Next time you visit the family planning clinic, try asking for small packets of baby spiders. Or a lioness's womb. Crazy? Yet if you had been a woman in Ancient Rome, the anxious to avoid a season ticket to the labour ward, these would have been a regular part of the prophylactic pharmacopoeia on your bedside table."

The article is complemented by a rather naughty, yet quintessentially classical, picture of a man and a woman in a compromising position with the caption: "Are you sure you've eaten the beans, love?" - a reference to a contraceptive recommended by Hippocrates.

The piece, signed by John Godwin, "peaked" at the *Saturday School* (at least until the broadcaster reads this...).

Hopefully Mr Godwin kept his job, because his article, like others in the magazine about Greek dinner parties, the oldest Roman book ever found and how not to build an aqueduct, illustrates the way JACT has tried to inject relevance, interest and, dare one say it, fun into classics.

Classics teaching itself has come a long way since the days of *First Steps in Latin*, a textbook of grammatical tables and exercises whose preface as late as 1956 could proudly declare that the words "thou" and "ye" had been omitted from the revised edition.

Some of the English is as overwhelming as the Latin. When Verbs is Copulative, a complement is required to complete the Sentence, and the Verb and Complement together make up the Predicate.

their language to describe what went on, for example, in an amphitheatre. (However, a recent revision of the course had led to the introduction of more grammatical tables. It seems the repetition of words through reading has not proved quite as effective.)

A mood has become less fashionable to justify Latin as a discipline that could train the mind, illuminate the grammar of English and provide a basis for the study of English literature.

It began to be marketed as a vehicle for understanding European heritage and culture, and for examining sociological consistency and change. The remoteness in time of classical society meant it could be approached without prejudice.

The Cambridge Latin Course is still immensely popular, with the similar *Ecce Romani*, published by Longman. JACT can claim the credit for *Reading Greek*, which followed the same sort of approach. On the non-language side, it has designed syllabuses in classical civilization and ancient history for O and A level.

But as the association celebrates its 25th anniversary this year, it can only look forward with trepidation.

ENGLAND AND WALES EXAMINATIONS			
O LEVELS			
	1985	1975	1965
Latin	82,420	29,775	20,546
Greek	2,647	4,440	1,316
A LEVELS			
	1986*	1975	1965
Latin	7,511	1,363	2,218
Greek	1,228	425	469

\* Not available for 1986

England and Wales entries for Latin O level fell from 82,420 in 1965 to 20,546 in 1985. The corresponding figures for Greek O level are 2,647 and 1,316.

In January, this year, Mr George Walden, the former higher education minister, raised hopes when he said there was a "bright future indeed" for a child who had mastered Latin as well as technology. The proverbial kick in the pants came with the recent news that classics will not be included in the national foundation curriculum.

As pupils' test scores will probably assume greater importance, it is interesting to speculate on the impact here of research done in the United States, which suggests that pupils in deprived inner city areas have improved their verbal reasoning and mathematical aptitude results faster as a result of having learned basic Latin.

But the question still remains - will the classics survive when the new national curriculum comes in, and if so, how?

"The fear is that classics will cease to exist in the maintained sector," said Mr Geoffrey Faltows, a former executive secretary of JACT, "and once that happens, it will only be a matter of time before it ceases to exist in the independent sector. University departments will be reduced to the size of a few small departments."

But the classics survive when the new national curriculum comes in, and if so, how?

# The parents who breed success...

New statistics gathered by the Office of Population Censuses and Surveys show that sons and daughters of graduates are just as likely to apply for and secure a place in higher education whether they go to independent or state schools.

But children of less-qualified parents in less well-to-do state schools than in independent schools. The lower the parents' qualifications, the greater the difference becomes in terms of aspirations and achievement with children at independent schools coming out on top.

The OPCS study, carried out in

# Learning to recognize the danger signals

Week that child sex abuse had increased by 137 per cent between 1983/84. The Association of Directors of Social Services' survey found that child abuse in general increased by 22 per cent over the same period.

Mr Brian Roycroft, the director of social services in Newcastle, believes it is the detection not the abuse rate that has increased. Since the Beckford inquiry, which criticized the poor teamwork of the local authority, the "detection between agencies has noticeably improved," he said.

issued a draft guide on inter-agency co-operation for the protection of children called *Child Abuse - working together*.

"It says that teachers are 'well placed' to notice 'warning signs of abuse' and 'all staff in the education service must be aware of the need to alert social services', the NSPCC or the police if they believe an individual child is in need of protection."

New from the DES will issue guidelines recommending inter-agency training on sex abuse in all schools and the appointment of a liaison officer to work with social services.

Some local authorities already have guidelines. Camden Council in north London, for example, issued a document at the end of 1985 and a handbook in June 1986.

In Camden, headteachers are expected to contact the family's social worker if they suspect that a child has been abused, sexually or otherwise. They should also contact the education welfare officer and the child abuse co-ordinator. The child is then expected to be medically examined that day, preferably in the presence of the parents.

Some Camden schools benefit from an ILEA peripatetic teacher who specializes in disruptive children. From discussions with small groups of children, he or she is more likely to spot children who are at risk.

The Camden guidelines indicate in detail how to assess whether a child is being abused emotionally, physically or sexually. However, one teacher admitted she often had to rely on "gut feelings" to spot potential abuse.

The difficulties were compounded by children fantasizing. Another teacher questioned the wisdom of breaking up a family. Many of the Cleveland children were taken from their parents and kept in the alleged abuse register was in the imperfect system, according to Mr Roycroft. The latest figures show 30,000 children on register from 100 authorities covered in the AODS survey. But he pointed out that a survey register was not a statutory requirement; some authorities were more assiduous than others in removing children from the register. More importantly, such a register does not protect the children.

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Both bodies are anxious to get legislation re-drafted. The CRE said that its proposals made in 1985 "to bring about significant changes in the 1976 Act's general enforcement provisions" have, so far, received no formal response from the Government.

Despite its slight seniority on that score, the EOC is the newcomer on the scene because the CRE had a forerunner - the Race Relations Board, which was replaced by the CRE in 1976. The CRE was passed about the same time.

Both organizations can claim victories. The CRE has secured a place in each of their annual reports.

The EOC has Women into Science and Engineering to its credit and a "European Council of Justice" decision that the practice of setting different entrance requirements for different groups of students is discriminatory.







LETTERS

# Family life classes to secure home-made futures

Sir - On June 26 you published a trailer to a forthcoming book, *Divorce in the School*, by its authors Kathleen Cox and Martin Desforges. Unfortunately, they are quite correct in stating that it is no longer possible for schools to ignore marital breakdown. The same applies even in Russia (as reported coincidentally in the same issue), where Soviet researchers blame their "school system for its failure to educate children in family matters".

Cox and Desforges are also on target with many of their suggestions for school responses, not least if which is sensitive and morally based teaching about the nature of marriage and family life. The chance of this being a serious part of Mr Baker's core national curriculum presently seems remote.

Mrs Cox, if not the Secretary of State and his advisers, will recall that no action has yet been taken on the recommendations of the August 1983 Aston University research report commissioned by the DES, on preparation for parenthood in secondary schools. In that study no L.E.A. reported having a policy in that field (despite the Court

Report and many other recommendations), while explicit teaching about marriage and the skills and commitments of partners prior to parenthood seemed rare.

It is little wonder that abuse in our relationships is so common, and that the psychological and physical security of a high proportion of our children is endangered. The daily implications for schools of the insecure bonding of children to one or both of their parents, and of the pervasive social attitude that relationships are disposable are enormous.

On present trends we may doubt whether schools as we have known them will be manageable by the 21st century, for patterns of secure attachment, of ambivalent detachment and of alienation are socially transmitted, and largely through the home environment.

Personal futures are for the most part home-made. Schooling extends and enriches the child's world from home and local community, but it relies on complementary initial and continuing home environments to maximize its educational output. That

is why family life education, including teaching about marriage and parenthood - and their risks, must become our nation's foremost educational priority.

In our prime attachments, particularly to parents and family members, lie the basis not only of personal worth, but of social peace and, even, better technology.

Teachers must play a central role in getting that message across in their communities and classrooms. The National Campaign for the Family (which will be publicly launched in September) will be unrelenting in its pressure to promote the necessary educational and social policy changes which will enhance family life, and thereby by the interests of all members of society.

RICHARD WHITFIELD  
Emeritus Professor of Education,  
University of Aston and Honorary  
Chairman of the National Campaign  
for the Family  
c/o The Salvation Army  
101 Queen Victoria Street  
London EC4



Time attachments: the basis of personal worth and social peace

## Permissive age

Sir - I do not wish to belittle the need to protect children from the sexual acts of wrong-headed men, but we should bear in mind what else may lie behind the increased diagnosis of the sexual abuse of young children.

We put schoolgirls on the pill with or without parental consent. We instruct schoolchildren in contraception. We actually consider that homosexuality might be taught in schools as an acceptable way of life. We instruct infant classes in the recognition of sexual approaches.

All this against the background of everything that goes with the permissive society. So what do we expect big sister and brother to talk about, and what investigative activities do we

expect among their younger brothers and sisters and their little friends?

Old fashioned, vigilant parents (nowadays dubbed hypocritical and threats of dire consequences, quite apart from religious rules, to curb the effects of normal childish curiosity and opportunity for what is diagnosed as sexual abuse, and, if father, to admonish little Jack and Jill, they get their own back on him. I'll tell a good tale on Childline.

Perhaps sex education in schools has created more problems than it has solved.

DAVID J STRAWBRIDGE  
222 North Allington  
Bridport  
Dorset

## Capital assets

Sir - Frances Morrell fires the first salvo in a propaganda war to save the Greater London Education Authority (G.L.E.A., June 26). That article destroys her own case.

First, she argues that withdrawal by the Cities of Westminster and London from the ILEA would rob the authority of the financial resources it needs to provide services in the poorer areas of the capital.

But then she points out, correctly, that the commercial rate is in any case going to be redistributed by the Government under its new financial proposals for local government. Those proposals will ensure that the commercial wealth of Westminster and London is distributed to the poorer boroughs whether Westminster and London opt out or not.

Ms Morrell then complains that it is not fair that withdrawing boroughs like

Westminster, Kensington and Chelsea and Wandsworth will not be rate-capped and so can afford better services than the ILEA can.

Perfectly true. The reason that the three authorities will not be rate-capped is that they have managed to run their services economically. What is more, any overexpending on education could be balanced by economies elsewhere.

Frances Morrell says that the quality of the ILEA service needs to be improved. That is undoubtedly true. Sixty-seven per cent of ILEA secondary school parents are dissatisfied with the service, more than twice the national average. Increasing demoralization of teachers is caused by the bizarre political interference of County Hall. And the ILEA divisional administration is grossly overworked and ground down by the pressure of the 3,000 plus ILEA bureaucrats in County Hall.

LETTERS

Ms Morrell says that the abolition of the Greater London Council caused a structural crisis. At the moment I have not talked to anyone who has suggested that a crisis has followed the abolition of the GLC.

Services continue without any perceptible difference - except more cheaply.

I am confident that if London boroughs opt out of the ILEA we shall look forward to an improving system of education in London as the weight of political interference and bureaucracy is lifted; as effective boroughs decentralize to schools; and as resources are concentrated in the education establishments themselves.

COUNCILLOR LADY PORTER  
Leader of the Council  
Westminster City Hall  
Victoria Street  
London SW1



Frances Morrell: no disagreement with her argument that the ILEA service needs to be improved

# Innocent victims of the unions' membership wars



Now there is a truce - but for how long?

Sir - Members of the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers may have been surprised at the common front adopted by their union leaders, after so many years of bitter acrimony. It was not in teachers' interests that their unions should be so publicly divided, but the unions promoted their own interests, at the expense of their members, in what amounted to a membership war.

So why the belated alliance? If teachers have no negotiating rights, they have no need of negotiators. Don't be surprised if the day after negotiations are conceded by the Government, the NUT and the NAS/UIT find some new source of acrimony. For myself, a disaffected NAS member, I hardly care anymore. I came into teaching at about the time of the Houghton award. Having seen what our representatives have made of negotiating rights since then, their loss seems no loss at all.

CHARLIE HARRISON  
64 Dutton Lane  
Eastleigh  
Hampshire

## Pervasive pigs

Sir - I hope you will permit two comments on Pennil Cotton's assessment of the *Longman Reading World* (TES, July 3).

First, the suggestion that pig characters "seem all-pervading" is misleading. There are 64 stories in Levels 1-3 and the animal characters Fred (a pig), Kitty (a cat), Lucy (a koala) and Barney (a dog) appear in 16 of them. Other animals are the main characters in 12 further stories and the remaining 36 stories have human main characters, sometimes on their own, often with animal or fantasy characters.

The reason for this is simple. Children chose the stories and characters they liked best from a collection of more than 300 stories. The majority of children love animal characters and fantasy. They have particularly enjoyed Fred, Kitty, Lucy and Barney.

The major impact of educational

Pennil Cotton suggests the pigs have "caused the most 'distaste' among teachers". Our reactions have been rather different. For example, a teacher from an inner city school said: "The children think Fred's great!"

Second, on several occasions, Pennil Cotton refers to reactions from teachers without defining her sample. Did she discuss *Reading World* with one school only, or a variety of teachers in one local authority or in several local authorities? Longman's sample of teacher reactions is very sizeable indeed, since we have been in touch with every UK school and several thousand have discussed *Reading World* with our representatives and at our teacher consultants' meetings.

A considerable number of teachers and children have received the scheme with great enthusiasm; and we have many files of comments (both bulky and brickbats). The major impact of educational

publishers and their authors is often ignored by those assessing curriculum development. Your readers may be interested to know that I am more than happy to allow bona fide educationists access to this material and our trial school reports at Longman House.

Although only four months after publication, we are already very pleased with the reactions from teachers and children to the great variety of language work and colourful characters contained in *Reading World* - yes, especially Fred, the pig!

DAVID JAMIESON  
Director, Longman Primary  
Longman House  
Burnt Mill  
Harlow, Essex

The teachers' books for Levels 1, 2 and 3 are £7.50 and not £17.50, as stated in the TES article. The Level 2 reading books are £1.25 when purchased individually, not £1.50 - Editor.

## Media studies

Sir - It is said that my article should be taken by Philip Simpson and Phillip Drummond (Letters, TES, July 3) to suggest an "anti-media education animus". In this, and in earlier contributions to the TES, my criticism of the language used by some writers was that it has the effect of narrowing the field of media studies and making it less accessible.

What is damaging to media education, is writing that is incomprehensible to those who may wish to be educated in the subject, or writing that dresses up simple concepts in pretentious verbiage.

Of course, I was not complaining about the use of accepted terms such as those mentioned by Philip Simpson (genre, stereotyping, institution and representation). In the case of the GCSE syllabuses, I simply pointed out a contrast between the demand of the Northern Examinations Association for candidates to "demonstrate an understanding of the technical and theoretical terminology of the subject", and that of the Welsh Joint Education Committee which expects candidates to understand such concepts as image, signs, codes, etc, but not that they "will necessarily use such terms".

My article was not chiefly about the content of the books, and it is hard to see how I could examine the language used in them, without the "selective quotation" which I am accused of making by both your correspondents. If I had done without "selective quotation", they would no doubt have been criticizing my "unsupported generalizations". But I can reassure Philip Simpson on one thing: Mike Clarke's *Teaching Popular Television* and Alvarado, Gutch and Wollen's *Learning the Media* came to me for review after I had written the article on the language of media studies. In my review, which will appear shortly, I recommend both as likely to be useful to teachers. They are written not in Druidic, but in English which (even) I can understand.

ROBIN BUSS  
106 Nevada Street  
Oswestry  
Cheshire, SE10

## Over-stated case

Sir - I have been involved in media studies as both student and lecturer over the past 10 years and, like Robin Buss (TES, June 19), have sometimes been amazed by the overcomplexity of some of the writing in the field.

I feel, though, that Mr Buss overstates his case. First, much British writing in the field uses terms, concepts, and definitions which derive originally from writers from other European countries - terms which sometimes do not translate comfortably into the English language.

Second, the intended audience for much of the writing about which he complains is not the general public, but undergraduate and postgraduate practitioners within the field.

Third, what about the languages of

mathematics, or music, or chemistry? Or literary criticism, come to that? There are plenty of other "mystificatory smokescreens" around if we choose to see them.

Having said all this, I must agree in general with the points Robin Buss makes, although I take issue with the apparent venom with which he expresses them. Finally, can I commend to him (and to any of your readers who may have been discouraged by his article) a new book called *Learning the Media* by Manuel Alvarado, Robin Gutch, and Tana Wollen, published by Macmillan? This book sets out the main areas of the field in an admirably straightforward and understandable fashion.

RICHARD WOODCOCK  
16c Vicars Terrace  
Leeds

## Combined science

Sir - The Secondary Science Curriculum Review pack, *Better Science*, has a lot of generalities aimed at making double subject science compulsory in the 11-16 school (TES, June 26). It ignores, not surprisingly, the positive value of choice and pretends, as is the fashion again, that there is a useful subject called science.

The present Government seems to want to compel a bland mix of the three separate subjects, physics, biology and chemistry. Where are the trained qualified teachers for this new subject? It takes about 1,000 hours to train as a physics teacher. Does the Government have plans for release on a sabbatical, said by a specialist teachers for "science"?

In the long term, highly qualified specialist science teachers will go to sixth-form colleges, leaving the general science teacher for the secondary school.

I am sure that *Better Science* has in a patchy, incomplete way provided some valuable material and ideas. The trouble is that it will be used as a weapon to enforce compulsion.

It is not believable that compelling students to study subjects that they reject is going to improve the country's scientific performance. Science should be available as a combined subject, but so should physics, biology and chemistry. The Government believes in freedom of choice, or does it? To end on a cynical note, it is possible that the attitude of the Department of Education and Science owes more to the shortage of physics teachers and a desire to minimize teachers' wages.

JOHN COOPER  
137 Northway  
Sedgley  
Dudley

## Staff shortages

Sir - The article by Norman Thompson on London weighting was timely and significant (TES, July 3). The attempt to fill Scale 1 posts in this area is a time-consuming and frustrating, yet veritable annual summer time-mare for heads.

Speed is essential. Last month, I short-listed four English candidates for a Scale 1 post within a week of the appearance of the advertisement in *The TES*. Not one turned up for interview; they had all obtained elsewhere. In response to my advertisement last week for an English teacher, I had not a single applicant. In response to an advertisement for a science teacher, I had not a single applicant. One without a doubt.

What are the shortage subjects? The problems are found not only in mathematics, CDT, chemistry and physics. Are English and art shortage subjects? That this should happen at a time of school closure is extraordinary.

I might add that we are a secondary 11-18 co-educational school with 300 pupils, a large sixth form, excellent facilities and extensive playing fields.

Are potential candidates not coming normally to look for Scale 1 jobs? Are leaving teaching in large numbers? Is the London Allowance (and especially the Fringe Allowance) so grossly inadequate that candidates will not even consider posts here?

It is vital to get some information on the reasons for the present situation. Perhaps the teacher training departments have some information on this. Are the statistics and the assumptions based on them grossly incorrect?

STAN BUNNELL  
Headmaster  
Queen's School  
Bushey, Hertfordshire

## Faint-hearted

Sir - I was entertained to see *The TES* playing with union membership figures and attempting to deduce that the Assistant Masters' and Mistresses' Association had somehow overtaken the membership of the National Association of Schoolmasters/Union of Women Teachers (July 3).

Like all statistics they need a more detailed analysis. At the end of 1980 in the state sector, AMMA's membership was 1,517 primary; 57,989 secondary; 1,517 special; 1,063 FE; and 8,121 unattached - a total of 86,235, which includes some membership in Northern Ireland.

The rest of the membership figures are made up of students, the Independent sector and associate members. The NAS/UIT total of 101,590 is a bare figure from which all other indirect membership, including our Northern Ireland members, has been removed.

The AMMA knows the NAS/UIT is the second largest teaching union; its recognition of that fact for the National Joint Council is only a confirmation of the fact.

I take no pleasure, however, in the National Union of Teachers' loss of members, whom AMMA themselves describe as the "faint hearts". It has too familiar echoes of 19th-century factory owners' demand for female labour because it was "compliant", or the old NAS argument that second income-earning women will lower the pay levels and standards of us all.

I have always wanted to believe that teachers will set an example of courage and principle to their pupils. Paced with the negation of democratic freedom in education, we need staff of determination and strength to resist Baker's bullying.

Now, more than ever, staff need a strong union to protect them from the worst effects of Baker's imposition and changes. AMMA's results may find they, and the education service pay a heavy price for their ostrich-like attitudes.

SUE ROGERS  
NAS/UIT executive member  
74 Brookhurst Avenue  
Sheffield

## Birth right

Sir - Your diary item, "Exam upset", referred to Spike Milligan's poem against abortion, which was used in an English Literature OCE Q level paper (TES, July 3).

I would like to point out, to the parent who complained, that the girls and boys she is referring to are, the lucky ones, if she had had her way they might not have been there to make the examination in the first place.

A P CHEAL  
Westpark  
1 Leopold Road  
London W3

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend.

## Mouse of commons

Sir - According to *The TES* Diary, the Department of Education and Science is referring (lovingly?) to the new Education Bill as GERBIL - Great Education Reform Bill (TES, July 3). You noted the animal was a classroom favourite and wondered if the Bill might seem equally cuddly. My impression of the gerbil is that it is furry, inquisitive, and destroys a lot of paper. I am inclined to hope the Bill does not live up to its new acronym.

OORDON CUNNINGHAM  
Education Officer  
Association of County Councils  
66a Eaton Square  
London SW1

Can any readers help here? Please let's not re-open the sterile debate on phonics/look-and-say; particularly if people are going to be so ready to vilify honest progress in this important area of learning. Let's instead start acknowledging the undoubted achievements that are being made by primary school teachers and their pupils.

J LEGGETT  
Teacher in charge of infants  
Brotherton County primary school  
Knottingley  
West Yorkshire

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## Involving parents

Sir - There has recently been much correspondence in the press concerning parent/governor annual general meetings. Much of the concern has centred around the numbers of parents who attend: numbers have ranged from one to more than 50.

In our own school in Chiddingfold, we achieved a turnout of about 40 parents - for a school roll of about 120. This is, perhaps, a reasonable figure and was achieved through a mixture of presence through the local parents' group, and a small number of like-minded teachers.

It seems to me that there has been the irony and contradiction involved in the legislation which brought these meetings about. On the one hand, the Government wants to find ways of involving parents more in schools (for whatever reasons) and their activities; on the other, the teachers and the governors, and the local authorities continue to act according to the dictum: "The professionals know best!"

The result is that teachers and governors, in order to protect themselves, become more secretive and defensive about their policies and schools, which alienates parents more and reduces their desire to participate.

In a county like Surrey, with such big Conservative majorities, it is probably doubly ironic that it is probably Conservative-voting school governors who avoid the consequences of such legislation for their own schools. In our case, not only were we faced with attempts to block later top-levels relating to them of the meeting, but we were faced, all the meeting, with a agenda and a declaration of the start of the meeting that it would only last one hour, if possible.

I would humbly suggest that parents are worthy of more confidence from teachers and governors, in the same way as voters in general are from the Government as a whole.

JOHN EVANS  
3 Myrtle Cottages  
Woodlands (Reading) - Northampton  
Huntingdon - Bedfordshire

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TALKBACK

TEENAGE DRINKERS

Several over the eight

A. Lesley Richards

Doria Rivalland, head of Herbert Carter secondary school, Poole, spoke to the National Association of Head Teachers about the sharp rise in drinking by children. Figures from a recent government survey quoted at the conference are rather lower than those from a survey conducted between May 6 and 12 this year.

An 11 to 18 girls' grammar school can have no pretensions to being average or representative, but there is no particular reason why it should not reflect the drinking habits of teenage girls.

Every pupil completed a questionnaire anonymously in lesson time. The form contained a list of the alcohol content of different drinks: one glass of wine equals one unit of alcohol. Table 1 shows the number of units they claimed to have drunk during this week.

1 Number of units of alcohol consumed weekly by school year (% of year group)

Year	1	2	3	4	5	6	7
0	67	49	44	22	37	22	
1-3	19	17	14	7	6	12	8
4-6	14	10	14	21	7	14	
7-10	2	13	14	11	11	11	
11-15	10	8	9	18	17	13	
16-25	1	5	5	16	11	13	
26-39	1	1	2	5	5	4	
40-60	1	1	2	1	1	1	

One glass of wine = one unit of alcohol

It is quite possible there was an element of boasting, but informal conversations with older pupils lead me to believe the figures are not wildly inaccurate. Girls who on some days said they drank more than 11 units may simply have lost count. The week in question was approaching the start of

GCE examinations, and The Guardian of May 26 carried a reference to adolescent use of alcohol to combat examination stress. The higher figures for the O and A level candidates does bear this out. Figures for the fifth year include girls who will be leaving school in a few weeks time, whereas the sixth form is comprised of girls who have chosen to continue their education at school. (This explains why in Table 3 the figures for year 6 are lower than those for year 5.)

There is no single reason for the sharp rise at fifth form level. These girls may suffer the strongest social pressure to prove themselves to be adult. Sixth-formers reported that they drank more when they were in the fifth form than they did now.

It is clear from Table 1 that many girls drink regularly. Alcohol Concern says that 14 units a week is the limit which adult women should not exceed. The Government Statistical Office defines a "heavy drinker" as one who drinks seven or more units at least once a week. We have appreciable numbers in these categories.

2 Percentage of heavy drinkers in each year

Year	1	2	3	4	5	6	7
0	1	2	6	18	9	7	
1-3	1	1	6	26	19	16	

Pupils were asked about the effects of their drinking. Had they ever, as a result of alcohol, been ill, sick or unconscious; had they ever done something they later regretted, that was illegal or violent? Although they were not asked about the effect their drinking had on school work it seems clear that it was not negligible.



APPRAISAL

Asking the customers

Alan Combes

Teacher appraisal is currently one of the most sensitive issues in education. The boys of contention is who does the appraising and how can the process be kept free of favouritism?

It has always seemed reasonable to me that at least one source of reference might be the pupil's assessments of the teacher. No doubt such a "preposterous" notion will send shudders of fear or laughter up colleagues' collective spine. Yet teachers themselves never flinch when asked to sit in judgement on those they teach.

Recently, with the advent of profiling and negotiated assessment, I have sensed a change of atmosphere which could be to the benefit of teachers and pupils. Certainly among TVEI pupils there is no longer the feeling that judgement is being handed down. Although the profiling format remains in the early stages of development, it does allow for agreement between teacher and pupil as well as giving the opportunity for supportive discussion.

Based with a good number of TVEI pupils in my fourth and fifth year English groups, I have developed two pieces of work to the past year which allow them to use profiling skills subjectively as well as objectively.

On the new GCSE English course, as part of their oral assessment, fourth year pupils took part in small group discussion on the question "What makes a good teacher?" Each group was given a sheet containing a list of 15 qualities and skills associated with teaching. Their task, in a one-hour limited discussion, was to select the five most important criteria and place them in a ranking order.

They were discouraged from talking about particular teachers. (I explained that this would impugn my professional integrity.) However, anecdote played a major part in the discussions that followed.

There was general agreement from the given lists that the most important criterion was "good at planning and organizing lessons". Also high up was "is able to share a joke with the class". The most heated discussion was upon the point "does not allow pupils to interrupt the lesson when he/she is talking". The obvious exception to this - when a pupil needs to ask a question - was not accepted by everyone. Some pupils pointed out that when teachers were too free and easy about being interrupted by questions, then disruptors could take over.

The real point of the exercise was that mutual trust in that particular classroom was reinforced. Pupils understood that their ideas about the teacher were important to their progress in the lessons themselves.

At the end of their two-year course, fifth years were invited to submit a report on me as their English teacher. This time I sifted out personal qualities from teaching skills. A general class discussion agreed that it was not fair to judge a teacher on physical and social graces as these were things which could not be improved.

However, four "skill areas" were identified and guidelines given for pupil assessment. They were as follows:

1 Organization of classroom. (Use of wall displays, appropriate seating arrangements, and discipline)

2 Organization of learning. (Use of television, different learning methods, use of homework, logical organization of materials, and confidence in teacher's ability)

3 Ability to explain. (Could you ask questions? Did the teacher spend enough time explaining? Did he/she use the right vocabulary? Were you afraid to ask or answer?)

4 Use of marking. (Was the marking fair? Could you always understand grades and comments? How regularly was work marked? Did the marking contribute to your learning?)

I was overwhelmed by the sheer honesty of pupils and their determination to help me improve for future classes. Under (3) "General comments", they offered criticism on areas I had missed: the importance of eye contact; insufficient use of friendship groups; stricter checking of homework; the need for confidence building; tendency to show favour; and developing note-taking as a skill.

While there will always be some vindictive pupils - just as there are vindictive teachers - we have in our schools a valuable resource for self-learning. But do we have the confidence to make use of it?

Alan Combes is head of English and guidance of Pinder School, Scarborough.



BENCH-MARKS

Age-related norms

Petar Davies

3 Reported effects of alcohol (% of year group)

Year	1	2	3	4	5	6	7
Oem sick	1	4	6	9	35	27	43
Been ill	12	9	21	20	50	37	58
Been unconscious	1	1	1	1	15	6	7
Regret something	4	4	13	15	44	28	37
Something illegal	1	1	1	7	22	3	9
Something violent	2	1	1	7	11	2	3

Public services, like health and education, are never more subject to the whim of political fancy than when a Government is returned for a third term of office. Nor is it wise as practitioners to ruminate over the wisdom or folly of the people's decision. The people, after all, get the government they deserve, and their ability to choose is presumably governed to some extent by the quality of the political and social education they have received.

I wonder if there is any evidence that 20 years of comprehensive education has significantly altered the values which young people espouse. Was, I wonder, the equal value principle, which underpins the work of the good comprehensive school, sufficiently internalized by those who have most recently left school to be reflected in the young people's vote?

Whatever the answers to these complex questions, the next four years at least will see significant changes in the way in which our schools are run. It remains for us to hope that our political masters will exploit longevity to espouse the highest values, and to remember for ourselves Brian Cox's advice in this respect, and work with the moral values of the enlightened.

Like others I remain concerned, however, that Her Majesty's Government wishes to standardize achievement by reference to bench-marks at ages 7, 11 and 14.

I returned recently from a rock-climbing weekend in Cornwall. Watching Garry and Bobby both complete their first climb, from a distance one could have assumed that they had both come up to the bench-mark quite nicely. It was the same climb, and while Garry, an athletic boy, went up with consummate ease, Bobby climbed it very well. Only a closer examination of the two lads could have revealed the congenital defect which had left Bobby with only two grossly

deformed fingers. And what bench-mark can exist, I wonder, and at what age, to measure the massive achievement when boys like Bobby learn to tie their shoelaces for the first time?

My son, aged seven, able-bodied and intelligent, has only just learnt to tie his shoelaces. I suspect that Kenneth Baker would set the bench-mark for this skill somewhat younger. The reason why my son never learnt was because he was never taught. This was not negligence on the part of my wife and myself, but a conscious decision to let him wear trainers with Velcro fasteners.

That way he did not spend all morning struggling with his laces when there were so many other more interesting and worthwhile things to do. He has now, at a more dextrous and attentive age, learnt to tie them with no instruction because he needed to know for his own purposes.

Last year I took up canoeing at the age of 36. Marcus, who at 16 still struggles valiantly to produce grammatical sentences which make sense, gave me excellent advice in my desire to learn Eskimo roll, a skill which had been second nature to him since the age of about 11.

I do not believe that it is educationally sound to see achievement linked to age-related norms. I fear this will serve only to foster complacency in the most able, and despair in those who, for whatever reason, suffer from learning difficulties.

Michael Armstrong, head of Havell primary school, wrote recently (TES, May 13) that education is about the continuing exploitation of limited resources. I believe it is also about exercising discretion in the ordering and valuing of knowledge according to the personal context of the learner. I fear that bench-marks will not help.

Petar Davies is head of the Lichfield School, Wollington, Oxfordshire.

PARENT POWER

Albert opts out

Pat Lacy

There's a large comprehensive in Kenville.

That's noted for hard work (and fun) Where Mr and Mrs Ramsbottom Were obliged to send Albert their son.

They didn't think much of the teachers And they cared even less for the head Whose insistence on homework and effort And discipline made them see red.

But they sent him to have his school dinner And to keep the right side of the law For they didn't want neighbours to notice The truancy man at their door.

Ere a grand little lad was young Albert With a fine mop of fair curly hair And his teachers at first were delighted With his innocent cherubical air.

It was not long before they discovered How easily looks could deceive. For Albert could bully and threaten And disrupt and break things and thrive.

In lessons he stamped and he rant And swore till the air turned quite blue But nothing took nothing would make him budge.

Do the work he was in class to do.

So many demerits had Albert That Alps were used up by the score. Detentions were out of the question: The Ramsbottoms ate tea at four.

The one-day suspension was blissful The three days out even more so. Then soon came the expulsion hearing. "At last," said the teachers, "he'll go."

The committee though gave their opinion And teachers were satisfied the price



The child was an innocent victim And therefor they cleared Albert's name.

So Albert was back the next morning And half the staff, ill, stayed away And even supply staff said sorry. They had other things on that day.

Two along came a new misanthrope With power for parents in schools And Ma and Pa quickly discovered A new set of government rules.

They went straight to the school morning next morning And aware of their rights they told Albert His school was unworthy of him. Who'd be agent to a "Good School" instead.

Oh great the rejoicing in Kenville! The staff in relief jumped for joy. That parental choice worked in the end. Of teachers as well as the boy!

P. M. Lacy is vice principal at the Neale-Wade Community College, March, Cambridgeshire.

FEATURES

The pick 'n' mix curriculum

Four years before GCSE, one Welsh comprehensive adopted a modular teaching system. Linda Hall describes its dramatic effect on the school's philosophy and practice



Emrys Ap Iwan school provides 45 "additional subjects", many of which reflect the pupils' outside interests. Right: a high-tech music lesson

The shock waves of GCSE caused hardly a ripple at Abergele's comprehensive. Emrys Ap Iwan. While teachers round the country urgently went into training for it and were forced to rethink their previous practice, it was simply business as usual at this North Wales school.

This unusual state of readiness was due entirely to the school's adoption some four years ago of a modular curriculum for the option choices of all 14 to 16-year-olds. It was a radical move that changed not just the content of the curriculum but also its organization and, most crudely of all, the school's whole approach to teaching and learning.

The radical departure of the new GCSE have, therefore, something of an air of déjà vu about them when seen from Emrys Ap Iwan. "GCSE has a long way to go to catch us up," insists Bruce Pyatt, the new head who took over from Gareth Newman two years ago. "It's not a question of what the school is doing to adapt the modular approach to GCSE, but how far GCSE is keeping up with our continuously reforming curriculum."

At the school, the new developments enshrined in GCSE - the more practical emphasis, the stress on experiential learning, the importance of oral work and of group work, the move towards pupil profiles - were actually pioneered by the school when it went modular.

The system is rather like the pick 'n' mix procedure at Woolworth's sweets counter. Pupils choose two different modules every nine weeks and spend two afternoons a week on each one. They complete eight modules in the fourth and six in the fifth. There is no doubt that it is flexible and helps to break down gender-governed choices. It tempts boys to try typing (for the computer-linked keyboard skills) and girls to have a taste of micro-electronics and computing.

It is also capable of offering a breathtaking range of choices. There is a basic core of eight subjects: English language and literature, maths, a foreign language, RE, a "human study" (a choice of history, geography, economics or commerce), a science and a subject from the design and technology faculty. Then there are as many as 45 "additional studies" modules, many of which can lead eventually, in combination to some sort of recognizable qualification - GCSE, RSA or City and Guilds.

However, with so much to offer the system is, of necessity, positively Byzantine in its complexity. The school actually needs a computer to work out the choices and possible combinations so as to provide adequate counselling to the pupils. Pupils themselves confess to getting their mums to sort out the labyrinth of choices for them. Whatever its systems, however, the system is generally popular with the pupils.

the more expected electronics, computing, book-keeping and mini-company. For the more academically orientated, there is archaeology as well as psychology.

As the head is much exercised by the "irrelevance" of the traditional curriculum, it is not surprising to find among the 45 modules reflecting the latest hi-tech developments like biotechnology and robotics, while tourism is of specifically local relevance.

The school's impressive battery of foreign languages is also linked very closely to notions of usefulness for leisure or business. The British Overseas Trade Board sets the tone in one of the school's many publications, *Bridging the Divide*. It is quoted as observing "a correlation between Britain's poor performance in export markets and our poor performance in foreign languages".

Miss Anne Woods, head of the foreign languages faculty, sees the school as helping to bridge this gap as the department offers 14-19 year olds a series of nine week modules (equivalent to a one year introductory course) in basic Spanish, Russian and Japanese, as well as in technical or vocational French and German. There is also a post O level course for non-specialist linguists who need to use a foreign language at work.

The unmistakably vocational and technical bias of such curricular developments is hardly surprising as none of the changes would have been possible in the first instance without the massive injection of money that came from the Technical and Vocational Education Initiative, itself backed by the Manpower Services Commission.

"TVEI was feared and detested in its early days", remembers Bruce Pyatt. "It was a case of 'Clwyd that isn't now modular in some small way and that hasn't incorporated TVEI into its curriculum'."

Though the head is rightly concerned that at present it is the MSC alone that is dictating the direction of the curriculum and the methods of teaching it, it is clear that TVEI inaugurated momentous changes in teaching styles and methods of assessment, which GCSE is now reinforcing.

Most staff have welcomed the shift from the narrowly academic to the more actively engaged skills-based curriculum that TVEI encouraged. Curriculum co-ordinator, Alan Owen, of the head of English, rejoices that the old model of education as a body of knowledge and of teaching as "an act of faith" have been replaced by a more dynamic approach, clearly defined, strictly measurable, assessing skills, functions and operations.

engages with those invisible and incalculable facets of human beings which can't be quantified: imagination, feeling and the moral sense.

Here, reflective, teacher-led learning via books and the board has been banished by the simple expedient of block time-tabling. A two hour session twice a week renders the traditional approach stultifying. Of necessity, it has come resource-based and self-directed learning.

It is clear that GCSE, with its tentative moves towards reform, has far to go to catch up with Abergele. For instance, within the modular curriculum the school has pioneered entirely criterion-referenced profiles in order to record the positive achievements of pupils. To other words, pupils are assessed by means of clearly defined, graded workbooks. These have been divided into 10 sections, each with four elements of increasing difficulty. This is done on the ground, so to speak, via oral testing, observation and the marking of class and homework.

It is all a far cry from the couple of two to three hour exam papers at the end of a two year course which most of us endured or enjoyed. Pupils have also been invited to contribute to their own profiles by engaging in self-assessment. So certain is the head that "teachers are haunted by the pressure for results", that he dares to prophesy the demise of GCSE within five years.

In its place will come the kind of thrust being pioneered at present in this school. Unit accreditation is not unknown to this country as it is a feature of the Open University's assessment procedures, though it is more readily associated with the American school system. On completion of a module a pupil receives a certificate of credit signed by both the head teacher and the director of education for Clwyd. Depending on the subjects taken, four of these credits plus a project module can form the basis for the award of OCSB (Mode 3).

The "media systems" course illustrates just how successfully all these innovations have gelled together. And how flexible a curriculum constructed on modular lines can be, for cross-fertilization between subject areas is now a real and workable possibility. Media systems combines subject areas as diverse as computing/information technology, photography, sound broadcasting, technical graphic art and TV production. Yet each module is still a self-contained "building block" so that interest alone can dictate choice. Pupils have to complete four out of the five subject areas and in addition research a compulsory project module to qualify for OCSB.

Media systems is not to be confused with the old liberal/humanist media studies courses of the past. It really is as mechanistic and technical as its title suggests and reflects the powerful vocational drive that TVEI has generated in the school. Dafydd Parri, head of media, insists "our course was formulated through negotiation with the professionals. They don't want the old media studies sitting in judgement on them from the outside. They want students to develop understanding of TV from the inside, on its own terms". This commitment to technical expertise means

perfectly GCSE's emphasis on learning by doing and on problem-solving. Pupils now learn, for example, to develop, print and enlarge film as well as use a camera effectively. They learn to master the equipment and techniques of the recording and the TV studios. To this end, the school now has its own radio station modelled on BBC Radio 1, "to give the kids the experience of the patter".

What is missing is the slant that Marshall McLuhan's *Understanding Media* gave us in the Sixties and Neil Postman's *Amusing Ourselves to Death* provides today. If schooling doesn't develop a dispassionate distancing that allows reflective thought to question, doubt and challenge, then nothing else will in our present society. Postman's searching question, "What are the social and intellectual effects of media?" is redundant in a media systems course. But in an era of mass unemployment, and particularly of large-scale youth unemployment, the temptation in the schools to go for jobs rather than critical analysis must be irresistible.

Indeed, the curriculum co-ordinator Alan Owen describes media as "the new literacy". The truth of this assertion is proved throughout the school. The proliferation of computer and word-processing screens, even in the school library, seems to bear out Aldous Huxley's fear that the electronic age will not need to ban books (as Orwell thought) but will simply displace them.

In fact, the general cry for more textbooks geared to GCSE that greeted its arrival amazed Bruce Pyatt. "GCSE has actually rendered books obsolete. Other resources are now needed". Emrys Ap Iwan has no difficulty producing its own worksheets and booklets geared specifically to its short modular courses. As books have dwindled in importance, the reprographic facilities have naturally grown.

All these innovative developments have not been without their teething problems. The school is certainly fortunate that the new head was evaluator of TVEI at Lancaster University and actually evaluated the school before he was appointed. His grasp not just of the potentialities but also of the disadvantages of the modular system helped him cope with the whole system's collapse to collapse not long after his arrival.

Since then he has worked wonders. Already what he describes as "Mickey Mouse" modules when he arrived have been injected with sufficient rigour to satisfy the Welsh Joint Education Committee's requirements for O level worthiness. He has also consolidated the modular system by extending it into the 16-19 age range and into the core curriculum for the 14-19 year olds. Where initially the modular arrangements counted for only a third of a fourth year pupil's time, now 70 per cent of it can be spent following modular "packages".

What is quite clear is that a curriculum constructed on modular lines lends itself more readily to GCSE than to more traditional forms of assessment. This commitment to technical expertise means



# Print imperials

Overall, it has argued, the future of Africa must be decided by the peoples who were incapable of developing it for themselves.









## BOOKS

## Music: challenging the shibboleths

Music in Education. By Malcolm Carlton.  
The Woburn Press £14.50. 0 7130 0155  
0 47 50.  
Education and Music. By Peter Fletcher.  
Oxford University Press £20. 0 19  
317240 0.

Considerable change has taken place recently in music education, much of it unfamiliar to parents and teachers in general and some of it confusing even to those intimately involved with the subject. It is timely, therefore, to produce an overview of the situation. But to provide such a guide, in "easily understood language", for parents, teachers and "others involved in education", is not an easy task. It is fraught with the difficulties of addressing a disparate audience whose knowledge and interests vary considerably.

Malcolm Carlton overcomes these problems, to a certain extent, by addressing specific chapters to a particular section of his readership. "The First Five Years", for example, is "particularly for parents to read", while the discussion of "Evaluation and Assessment" is "for teachers". There is also implicit focusing at several points, as in the case of "Music in the Primary School", which is clearly geared to the "non-specialist". Such choices are inevitably arbitrary

and at each point some part of his audience will understandably feel neglected.

Another problem which Carlton faces is that of striking a balance between description and prescription. His prescriptions are, on the whole, sensible and practicable and will be unexceptionable to anyone who has embraced recent notions of a music curriculum centring on composition, listening and performance. For those who have yet to move in that direction, they could prove a useful spur. However, they become tantalizingly vague once he begins to address further developments of such approaches.

The most successful aspect of this book is the tracing of trends of thought which is clear and concise, although necessarily selective. But to read an overview published in 1987 which makes no mention of the HMI document *Music from 5 to 16* and which refers to GCSE as a future possibility is, to say the least, incongruous. Such omissions might be interpreted as further evidence of the rapid developments in contemporary music education, although one suspects that they have more to do with the vicissitudes of the publishing industry. Whatever the reasons, the dated air, which also extends to the potentially valuable resource lists, detracts from the effect of the book. Despite this it contains much of interest and the scarcity of its

genre makes it impossible to ignore. Nevertheless, one is left with the impression of a book which suffers from trying to be too many things to too many people.

In contrast, Peter Fletcher's *Education and Music* is brimming over with controversy. His central argument is that music education is approaching a crisis. Music in the classroom - with what he sees as an emphasis on creativity at the expense of skills and its limited diet of performing and listening experience - has become increasingly divorced from music outside schools. This is a result of a fundamental clash between the "natural" needs of music and the extenuating claims of education. His solution to the problem is to derive the aims and objectives of music teaching from the essence of the art as revealed within its cultural and historical development. He proceeds to do this via a wide-ranging, though occasionally rather idiosyncratic, musico-historical survey.

In the process he challenges many of what he terms the "shibboleths" of present orthodoxy. He questions whether music is really compatible with the concept of "arts education", advances a meritocratic rather than egalitarian philosophy and vehemently supports the maintenance of music as a primarily extra-curricular activity. Possibly the most interesting and

potentially productive aspect of his thesis is the criticism of the tokenism which characterizes the approach to pop and ethnic music in many schools. Fletcher's argument for a differential approach to non-European musics in order to do justice to their essential characteristics and his forecasting of a productive stylistic fusion in Britain, on a par with the development of jazz in America, is intriguing and could lead to much needed genuine advance in this area of music education.

The aggressively polemical style which characterizes much of the writing can make interesting reading. But, at times, it blinds Fletcher to the need to present detailed arguments, especially in support of the more subtle semantic differentiations which he wishes to make. There is also a tendency to overpoliticize his own, and others' ideas. One result of this is that he seems to regard his final prescriptions as more revolutionary than in fact they are.

In the present climate, Fletcher's views are unlikely to be popular. Judging by the rehash with which he anticipates his critics' "howls of protest" he would probably be disappointed if they were. Whatever else, it certainly challenges all its readers to re-examine their own viewpoints and deserves to be read for this reason alone.

Aelwyn Pugh

## PAPER BACKS

Until fairly recently publishers issued editions of poetry in both paperback and hardback. The former for us, the latter for the libraries. Now it seems each of the following is an original paperback. What has happened to that once familiar enigma - the book that is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or in any form of binding other than...? Perhaps, from the publishers' viewpoint, no matter.

Gavin Ewart's *Late Pickings* (Hutchinson £5.95) confirms his position as the finest rhymester since W.S. Gilbert, a spiritual descendant of Wilfrid MacArthur Peadar (and heading for the best lines of the poet-critic: "and time can trump a trumpet like an ace of spades"). One who to imagine an affinity between the two, Trumpet died only a year before Ewart was born. One curiosity: why (in the same poem) write Percy Frederick Hardy? The transposition hardly affects the line's rhythm. In a note to the poem the error is repeated. Only Ewart's own perfection can justify such pickiness (he wouldn't for example, rhyme "never" with "together" would he?).

There are poems about old age which are tender, sad - and wonderfully fierce: this writer's not going gentle anywhere.

Anthony Thwaite's *Letter from Tokyo* displays all his well-known erudition and intelligence and says something, I've no doubt, about his relationship with Japan, but the finest poems in this collection are those toward the end which mark the work of his own kind: Grigori, Nicholas, Bartolomeo, Roy Fuller (a few contemporary pieces), and much of the ubiquitous Craig Raine. The collection reminds me of his superb survey *Poetry Today* (Longman £3.50) published in 1985.

Ruth Silcock's *Mrs Carstairs* (Anvil £4.95) reminds me of U.A. Fanthorpe: much made about others and oddities, and one, "The Rhyming Dictionary", which is not only original and witty but moving.

Steve Ellis's *Home and Away* (Bloodaxe £4.50) is a fine middle-of-the-road collection, a set of poems which talks about the real life of England (Yorkshire and Pinner do) and which displays, with discretion, much learning. Some of the objectively personal poems suggest he could write a fine autobiography.

More serious, more committed (and less witty) Sean O'Brien's *The Travelers* (Bloodaxe £4.50) is also more powerful than those mentioned so far. His poems are about the work of "there": the one we read about in the popular press but mostly turn away from: strikes and deaths and hospitals. Unpleasant but vital; his technical clarity and imagination disturbs - not always what we want from poetry: what he does next should be more than interesting.

Barry Cole

## A gale of fresh air

Preventing Difficulties in Learning: A product of the Special Education Group of the Open University. This book provides not so much a breath of fresh air as a gale of fresh air. It is a product of one of the best of educational institutions: the Open University. It is a product of one of the best of educational institutions: the Open University. It is a product of one of the best of educational institutions: the Open University.

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Harry Judge

## Correction

Dieter Mehl's *Shakespeare's Tragedies: An Introduction* reviewed last week, is available from Cambridge University Press in paperback (£27.50, 0 521 30423 7) and paperback (£9.95, 31690 1).

## Maternal centre

The Japanese Educational Challenge: A Commitment to Children. By Merry White.  
The Free Press £16.95. 0 02 933800 X.

This highly topical book is rich in perceptive insights into the complex and powerful relationship between culture, schooling and the measured educational success of Japanese society. It is equally rich in evocative vignettes.

A best-selling home study desk for children nicely symbolizes the mother's intense care and the nurturant but protected atmosphere that she, as well as the culture in general, provides learning in Japan. The desk's work space is surrounded on three sides, shielding the child from distraction. There are shelves, and at the front is a dashboard-like arrangement of lights, an electronic pencil sharpener, a built-in calculator, and small drawers for equipment. At the rear of the work space is a button connected to a bell mounted in the kitchen for the child to summon his mother for help or a snack.

That bell is particularly important, for this book makes clear above all else the centrality of the mother (not the father, not the home) in the fostering of deep and permanent attitudes to work and to study. Such a centrality has, of course, massive implications for the lives and satisfactions of women - a subject on which, given that she is much given to value judgements, the author is embarrassingly silent.

She is at her best in analysing the roots of social psychology in Japan, and in dissolving some of the stereotypes. It is not true that schools are joyless places or the contrary, at the elementary level at least, they are noisy and happy without being disorderly. It is not true that the "examination hell" produces an epidemic of teenage suicides: on the contrary, the rate for the 15 to 20-year-olds is lower than in the United States. It is not true that Japanese pupils are neurotically competitive: on the contrary, the ideology of the schools is at heart egalitarian, and the Teachers' Union enforces that it shall remain so.

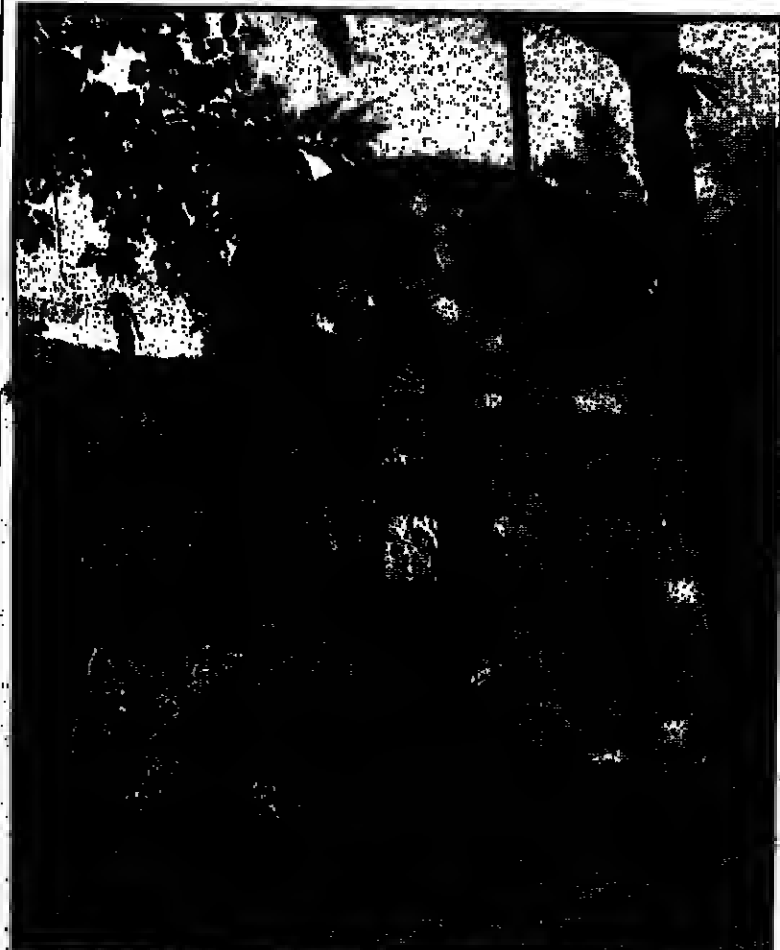
The unique character of Japanese education is explained by its Confucian roots, the dramatic modernization programme of the Meiji dynasty and (perhaps least influential of all) the attempts to Americanize the system during the Occupation. It is still the group - family, school, the firm commanding a lifelong loyalty - which dominates the Japanese view of social personality. Conflict between competition and harmony is, it is therefore alleged, minimized. The results, in

terms of test scores and international comparisons, are by any standards impressive. That is why Americans are so worried, and it is a pity that a Harvard scholar should have been so deeply infected with this concern.

That infection diminishes the value of this otherwise fascinating book. If the author wishes to move out of the realm of objective cultural anthropology, and into that of policy analysis, then she needs to be much more rigorous in her methods and less partial in her perspective. The book is written by an American and for Americans, in order to persuade them to mend their ways.

That is, of course, a noble ambition, but if it is to be achieved then some questions (hardly ventilated here) need to be exposed. What precisely is the connection between Japanese educational success and the starving achievement of the economy? A system which is highly selective (identifying at an early age the brightest and the best motivated) may indeed be economically useful. But some discussion of the content of higher education, to which ultimate access is sought, is required. Some experts suggest that virtually nothing is achieved within the universities: the best have been identified before they arrive, the paternalistic corporations will look after them when they leave, and in that sense nothing much needs to be "achieved".

Merry White wishes to lecture her fellow countrymen on their poor attitudes to children, teachers on their obsession with control, and the system at large for sacrificing the basics to frivolous objectives. This she has every right to do. The sadness lies in her failure to address the fundamental paradoxes raised by such clumsy attempts at "borrowing" other people's good ideas and practices. On the special nature of "being Japanese" she writes splendidly, in doing so she hits at the other side of that particular coin - at the exclusiveness of Japanese culture, at a deep distrust of foreign influences, or a concern with racial purity. Such powerful values have no currency in the United States, or even the United Kingdom. Cultures are too complex to have pieces borrowed from them. Merry White knows this well, but falls into the journalistic trap, she says, "it was her publishers who chose the title of what remains, for most of the time, an important and scholarly book."



Rama, hero of the *Ramayana*, a prince of 'mook-lah' beauty. His heart is indicated by a square of foil. One of 75 richly expressive images in *Pathway Icons: The Wayside Art of India* by Priya Mookerjee (Thames and Hudson £6.95).

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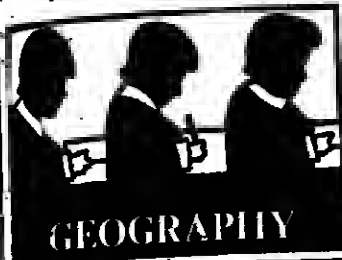
Harry Judge

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## BOOKS IN CLASS

## Divided worlds



GEOGRAPHY

People and Environment. By Norman Graves, John Lidstone and Michael Nield.  
Holt Rinehart & Winston £5.95.  
0 435 34369 6.  
The Developing World (new edition). By Andrew Reed.  
Bell & Hyman £4.50. 0 7135 2698 X.  
The West Midlands. By Brian Ellis.  
Cambridge Educational £3.75. 0 521 27275 0.

Geographers, particularly in recent years, have gone to great lengths to portray their subject as highly integrated. GCSE examination syllabuses quite properly reflect this approach. The problem for the writers of textbooks, and to a lesser degree for teachers, is how to pick out sections of the subject which can be dealt with in a relatively self-contained way. Within, say, a 60-minute period or a 200-page textbook.

These three titles, all aimed at the busy GCSE market, have tackled the problem in various ways. *People and Environment* makes a bold and largely successful attempt to include all the information necessary to study, in context, the excellent case studies. For example, the Rubber Plantation case study is introduced in conjunction with material on farming systems, climate, agricultural politics and colonial history. In addition to the core text and case studies there are numerous questions and exercises for the pupil, all supplemented by maps, diagrams, photographs and newspaper cuttings. Much of the book is in full colour. It all works very well.

Those considering buying this book might well be advised to get their copies early, before course planning begins. It is a book to select from, both in terms of subjects and activities. But at least there is the opportunity for choice. Teachers might also be advised to check the layout at which they would find *People and Environment* suitable.

Graham Hart

## Key concepts

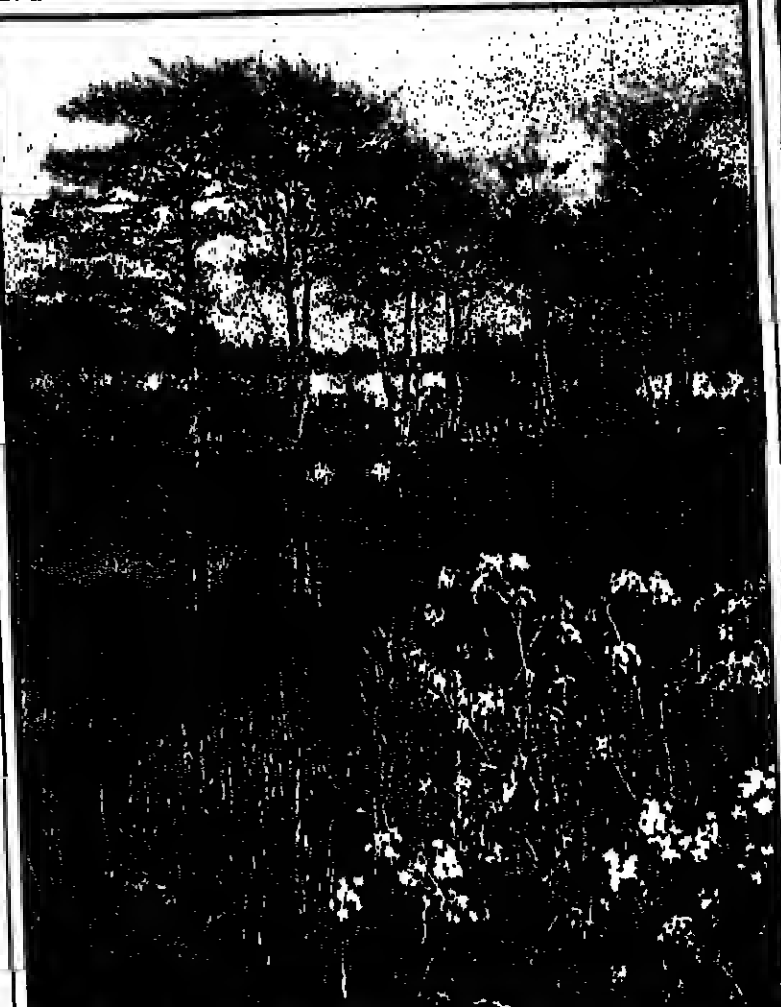
Concept Geography. Books 1-3. By Spencer Thomas.  
John Murray, Teacher's Book £12.50.  
0 1995 4226 X.  
Focus on GCSE Geography. By Malcolm Renwick.  
Collins £3.50. 0 00 326558 7.

Very different in their style, organization and intention, these GCSE books each have several positive attributes which they complement one another.

The first *Concept Geography* title appeared in 1984 and the recent publication of Book 3 and the Teacher's Book completes the series. The pupil books are attractively presented with full colour photographs and diagrams, and a wealth of illustrative material. All three have been organized into units on 10 key concepts, which are dealt with in an increasingly complex level through the series. This unusual form of organization, while highlighting conceptual links, is a straight path through the books' progress in moving from one topic to another. However, the difficulty is recognized, and the Teacher's Book offers clear alternatives to how the series can be used in a year-long or two-year course. Each double-page spread is laid out in a standard pattern so that pupils learn to recognize the content of the key ideas and the activities which it covers, for example, Amuro: volcanic land flow and sea rain in Europe.

A short section at the end of each book is devoted to the use of the book in the classroom, and the Teacher's Book provides a wealth of ideas for the use of the book in the classroom.

Nicholas Tucker



A wetland in Norfolk: one of the illustrations to *Earth* by Anne H and Paul R. Ehrlich (Thames Methuen £14.95). The authors offer a useful summary of the planet's environmental predicament, logging the changes brought about by man and proposing new solutions.

## Land, forest, town

Down To Earth series: *Fragile Planet*. By Cliff Lines.  
Hutchinson Education £1.35. 09 172361 2.  
Teaching about Space: *Space Earth*. By Peter S. Berry.  
Direct from The Conservation Trust, George Palmer Site, Northampton Avenue, Reading, RG2 7EW. £2.00 (inc p & p).

*Fragile Planet* is the latest title in a series of issues-based geography books for lower secondary classes. Each title in this series is designed to deal with a central topic of relevance to the 11 to 14 geography syllabus.

Land, forest, town and soil conservation; irrigation; mineral exploitation; land ownership; culture shock; nuclear energy; expanding cities; noise, air and water pollution; and tourism are the major topics dealt with briefly but not sketchily in 32 well-filled pages.

The treatment is up-to-date and as familiar as Chernobyl. The diagrams and text are terse and to the point. Frequent exercises and assignments stamp this as an activities-based approach for the pupil rather than a source book for the teacher. The publishers rightly emphasize the important role played by "the numerous large, clear and informative illustrations" which "not only summarize key areas but also act as starting points for pupil-enquiry".

Although the books are relatively cheap at black and white, A4 paperbacks they are not cheap in appearance, unlike *Teaching About Space Earth* which has 18 pages targeted at the teacher rather than the pupil (despite the simple line drawings of the water cycle and a Saturn V spacecraft).

The middle pages of the book explain the work of The Conservation Trust, whilst the last pages provide the teacher with "additional ideas and information". Experienced teachers may well want to add to their data bank on conservation issues. Novices to the subject (if there are any) will find it a useful introduction to the subject, based on the concept that the earth is a spaceship.

Philip Sauvain

## Looking around

The ideas derived from published sources and not directly from the classroom. Nevertheless, Bale presents an excellent review of the literature in geographical education for junior school children. The bibliography is splendid.

The structure of the book is very strong on progression with the geographical themes might be matched into a whole curriculum approach. There is little sense of how geography might contribute to structured play, language or number work. The limited attention to very young children is regrettable. Plenty of suggestions are provided for 10 to 11-year-olds, few for 4 to 5.

Nicholas Tucker

## CHILDREN'S LITERATURE

One Green Leaf. By Jean Ure.  
Bodley Head £4.50. 0 37084 4.  
Last Laugh. By Rex Harley.  
Collins £7.95. 0 575 03920 5.  
Kill a Louie Week. By Susan Gregory.  
Kestrel £4.95. 0 670 81005 3.

It has taken time, but now we realize that teenagers are alive and well and living in this country. We no longer have to look to Scandinavia or the United States for the embarrassment of seeing "teenage life" padded out with diverted adult novels which no one under 13 could relate to.

We have a growing body of writers who understand and empathise with teenagers, who honestly try to get to grips with how the world looks from their point of view, who do not talk down to them - perhaps from a very realisation that adults have less to offer by way of example and counsel than they used to claim.

An interesting aspect of the new writing for teenagers is that it is a development of the new school story, that is the story about the real school and the way it links with the wider community. In the new fictional school life is not single sex and does not remain forever just below the age of 14. It is about young people trying to make sense of their feelings about each other and towards the world at large.

Jean Ure is of course an established writer in this age band and has helped bring about these developments. She is at her best in illuminating the frontier zone between boys and girls, where independence in girls and tenderness in boys struggles to express itself. Her characters, David and Abbey, Zoot and Robyn (who tells the story) enjoy a close friendship, though one never free of female exasperation with the brutal/childish behaviour by which lads show they are not a tame. An accident which puts David's future in danger obliges them all to grow up very rapidly in the course of a school term, to realize that life does not mean an unlimited number of days ahead to spend in total self-preoccupation.

I wonder if Jean Ure, though, was right to give us the story, not in terms of Robyn's inner thoughts, but in terms of her everyday, outward speech. It may be of course for some readers that Robyn's struggle to express how she feels about life and death. But there's a danger that the "conventional" mode may simply give the whole story a humdrum aspect and reduce the impact of the events it describes. Teenagers' inner thoughts do match the gravity of a situation where their speech may not - and that goes for all of us.

Rex Harley gives us in *Last Laugh* a collection of five stories about teenagers - a kind of his first YTS "job", a girl burdened by hatred and suspicion (mutual) of her invalid mother, a choirboy branded a homosexual by an obsessed and hostile churchwarden, a boy's farcical attempts to rid his life of the nuisance of the brat next door, and the brilliant girl staging an act of vandalism to take revenge on the adult world, both teachers and parents.

Rex Harley is new in this field. His writing is powerful. He is a great advocate for teenagers and has a bleak uncompromising view of adult morality judged from their standpoint. He wisely puts the teenagers case without attempting their idiom, and matches the gravity of the situation with his language. I look forward to more writing from him, especially when he has determined the difference between a short story and a novel - which is what *Kill a Louie Week* 13 stories by Susan Gregory, is her second collection. She is very professional. Her writing has pace, her characters buzz with life and her pages are full of authentic and unforced detail of school life.

Nicholas Tucker



## Television

*Previews until Tuesday 7.30pm, Press night July 22 at 7pm.*

## Dance preview

## Shifts of view

LCDS students rehearsing "Love Sponsored by Time"

### Timothy Ramsden on youth theatre in Bedfordshire and Hampshire

of dancing-makers responsible for the evening's eight new dances gleaned from Jodeland and performing in Limón. Only Chick Eldridge's *Philomadden Forest*, featuring a lead cast of seven, resembles Limón in its wild, basic movement and use of the entire stage.

Not that any of this century's choreographic fireworks need be a creative yardstick. Nevertheless, the pervasive influence of avant-garde dance-theatre, Empress Pina Bausch, is detected in the students' works, in the preponderance of small, mime-like gestures coupled with battles-of-the-will scenarios. The danger of such simulation, however, is not that it is

reserve that gave a buttoned-up feeling to the evening. Their concentration and energy will no doubt remain high. Steve Todd's music alleviates the largely sombre mood and the Vicky Brooks band, led by Gerald Maffioletti (guitar) and Stephen C Toms (all kinds of woodwind) deserve particular mention.

How much better this was than Horrible Horace and Jittery Jill, which Bedfordshire Youth Theatre's old staggers, their more experienced company, visited upon junior schools. John Topping's script spent too much time playing with words, too little moving its characters through any significant action. his direction, however, was lively and inventive and the experienced cast enjoyed themselves as audience attention grew patchy. Robert Parker's music was entertainingly unobtainable idea for the future.

Scripts are the last infirmity of theatre, which in production terms range from very real. We're Off The Wild West Show said the Hampshire County Youth Theatre new production and I spent part one thinking "If only we Roger Stennet's commissionees takes the promising idea of Bill's visit to Tombs and expands it into interesting glimpses into the necessarily prostrates. Unlike Bill, we have before, with the suffragettes, officers, the famous parliamentary dates. The usual attitudes are the expected subjects in scene brief scene as characters deliver a globe-trotting tour. There's more life after the with only due pause to consignment of the Indians as this cause. All very humane, but I

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The rules of the genre are so well established that you might expect it to be substituted, or inevitably parodied by itself. Not so. *The Living Daylights* is the fifteenth Bond film, and one of the best. It offers the usual throwaway gags, expendable gadgets, eccentric villain, beautiful girl, exotic location, explosive special effects, independent stunts and multiple endings, and targeted, because these elements can't be taken for granted; but done with such conviction as ever. It also features Timothy Dalton, who can't say: "name is Bond, James Bond", with making it sound like a commercial tea-bag.


...of not, is that the

herbal mannerisms and perhaps it is  
terrible that there should be occasions  
when they are pointed up — even if  
the complainant sounds merely petty. But  
actually, I know exactly what the lady  
from Lundbridge Wells means. I too  
shall reach for the off-switch the  
moment I hear Peter Hobday once  
again say "if you like" as in "but  
I will not this cause more, if you like,  
marriage."

Meanwhile a clandestine change has  
been taking place in the pattern of  
broadcasting in this country. Just two  
months ago, all-right television  
schedules to imprint across the country,  
Radio 4 has turned into a radio 5  
station, shortly after the last advertised  
commercial hour. The station is called

DJH

news "followed by an interlude", its  
world wave transmitter starts to relay  
World Service through until the early  
morning when it more or less seem-  
lessly turns back to Radio 4 properly.  
Those awake in the small hours will  
find this as civilized a development as  
will programme makers find the sug-  
gestion that radio may after all stay in  
Broadcasting House and not move to  
White City. The last management plan  
seems to be to move only the news  
journalists west to join their television  
colleagues on the same site. Other  
citizens of BH may after all be able to  
continue to do their lunch-time *Play-  
ing in Oxford Street's* John Lewis



weeks working with some 100 fourth-year pupils and their teachers at three local schools. Each group surveyed a section of the neighbourhood with cameras and sketch pads, then built a three-dimensional model showing buildings, parks, roads and traffic lights.

The entire model was displayed at Michael's so pupils could take part in a two-day role play. First they were divided into groups representing teenagers, parents, shopkeepers, pensioners and the unemployed, and were asked to think about planning choices that would affect them.

The following day, armed with boxes of paper marked "open space", "zoo crossing" and "car park", the pupils added these and other amenities to the model. After discussion with council representatives their conflicting interests were resolved by negotiation: shopkeepers agreed to move car parks underground and leisure centre sportsports included space for the jobscentre.

The idea for incorporating role-play came from drama-trained St Michael's teacher Bob Williams. "I feel you can learn so much more by thinking about behaving like someone else," he explained. He's especially adamant about the pupils' health, head, heart, and

The novels are now exhausted sources and *The Living Daylights* is little or nothing to Ian Fleming. It is captured, briefly by the opposition, but not tortured. The sadistic violence has gone, so has the flawed hero, waiting for Bond to answer her own latent sexuality. The Girl (renamed d'Abò) is an East European communist who needs to be rescued, not a plot ploy. From herself, she is certainly naive, misinformed and a ruse, but this is only a problem if there are men who indulge in "information" and a musician may be herself at the controls of a Soviet transport plane above the mountains of Afghanistan. Otherwise, she holds her own anywhere and, like Bond and the other men in the film, is drawn into the fantasy world of war-gaming villain, she remains.

Of course, the fun of the Bond novel is that they, momentarily, ask the question: "What if the Girl, to accept the conditions of this fantasy, You don't expect her suddenly to exclaim like Beatrix Potter in *Blue Bell*, that she feels there is something turning against her. Jean-Jacques Belin's film, one of the most box-office successes in France this year, is still showing that it is a tragic, superb story of a man doomed, the characters' mabdoms, as the terms with life (though some who responds with asser-

# Radio

David Self, D.M.  
vita-mines and quills account for brilliant

# Neighbourhood watch

"I'm a teenager," said 10-year-old Sazelle, "and I'm concerned about drugs. If we had a club and a sports centre, we would have less of a drug problem." Sazelle and other pupils at St Michael's Primary School in North London were participating in a role-play session that could have ripple-effect consequences for their neighbourhood: the high-density and low-income area of Haringey.

They're in the forefront of Haringey's

to participate in planning devised by Dr Tony Gibbon and Country Planning Group. Planning For Real is a technique to consultation by which participants articulate their demands while the rest of the community feels left out.

Having decided to employ Planning For Real method for Haringey Council are the

entire public. The practical use of geography, mathematics, and environmental studies, economics, and history. "We're doing a lot of local history with the fourth year this year," he said, "so this project has been a bonus."

Planning officer Andy Wain assured the pupils that all their suggestions would be noted before the move is moved elsewhere. Children at other participating schools will then have a chance for similar projects. Their models will be made available for the rest of the community to indicate where amenities should be added.

While the Eye reverts to a familiar pattern of male violence, women, in fact, this is a convective thriller, despite its almost obnoxious concern with style and enjoyments. The Arizona desert locations are the point-of-view shots of unseen murderers stalks his victims, some false truths before we get to the Indian: is the killer. The nimble, ingenious and the flashbacks are devoted to the solution to the case, all sorts together neatly, but not amount to much.

Robin

**Robin Bliss**











PRIMARY HEADSHIPS  
continuedHEREFORD  
AND WORCESTER  
COUNTY COUNCIL

**PENSAKE C.E. PRIMARY**  
Stockton, Worcester WR8  
8XL  
Required from January  
1988. Headteacher for this  
Group 1 Primary School  
with 35 pupils on roll.  
Age range 5-11 years.  
There is a school house  
situated in a rural area  
surrounded by the existing  
headteacher.

Application forms and  
further details are avail-  
able from the County  
Education Officer (Ref.  
88/70/11), Castle Education  
Worcester WR1 3AG on  
receipt of a fee of £5.  
Closing date 31st July  
1987. (11715) 110016

OXFORDSHIRE  
COUNTY COUNCIL

**AN EQUAL OPPORTUNITY  
EMPLOYER**  
FIRST SCHOOL  
Aford, Oxfordshire  
Applications are invited for  
the Headship of this Group 1  
Primary School, roll approxi-  
mately 35, situated in a rural area  
approximately 5 miles from the  
city centre.

Application forms and fur-  
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the County Education Officer (Ref.  
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OXFORDSHIRE  
COUNTY COUNCIL

**AN EQUAL OPPORTUNITY  
EMPLOYER**  
ST. ALDOUS R.C. (A)  
FIRST SCHOOL  
13 Woodstock Road, Oxford  
OX2 7TH  
Applications are invited for  
the Headship of this Group 1  
Primary School, roll approxi-  
mately 35, situated in a rural area  
approximately 5 miles from the  
city centre.

Application forms and fur-  
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LIVERPOOL  
CITY COUNCIL

**OSPUTY HEADTEACHER**  
Group 4 212, 125-123, 300  
BLACKMOOR PARK CP  
INFANT SCHOOL  
Lancashire, Liverpool  
L18 8BY  
Required for 1 January  
1988.

Applications obtainable  
from the County Education  
Officer, 212, 125-123, 300  
Blackmoor Park CP Infant  
School, Lancashire, Liverpool  
L18 8BY. Please quote P & M 86/1.  
Closing date: 27th July  
1987.

Liverpool City Council is  
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SHROPSHIRE  
COUNTY COUNCIL

**SHIPNALL ST ANDREWS CE**  
PRIMARY SCHOOL  
Park Lane, Shipnall,  
Shropshire TF11 9RO  
Tel: Tel: 01452 80235

Required for January  
1988. Permanent, full-time  
Headteacher. Salary £11,000  
plus 10% plus 10%.

Application forms and  
details from the Head (BAE  
required). (11715) 110016

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SOMERSET  
COUNTY COUNCIL

**HAMP COUNTY INFANTS**  
SCHOOL  
Bridgwater  
(INOR 803)

For January 1988, de-  
puty head for this Group 4  
Primary School.

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For January 1988, de-  
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Primary School.

## Come and teach in Kent

## HEADSHIPS

## NORTH WEST KENT AREA

**Dartford, Temple Hill County Primary School,**  
Group 5  
School Roll: 267 (Spring Term 1988) (+ Tutorial Unit and  
Nursery)

Applications are invited for the post of Headteacher of the  
Dartford Temple Hill County Primary School, School of modern  
construction situated within easy distance of the town centre,  
following the resignation of the Headteacher. The post is  
deputy headship, it is proposed to amalgamate the two departments  
of the school in part of the existing accommodation. Also on site  
and coming under the responsibility of the Headteacher are a  
tutorial unit and a nursery unit.  
This post offers a very exciting challenge to a person able to  
offer the appropriate experience and qualifications.  
Closing date: 31st July 1987.

This post is a permanent post; previous candidates will  
automatically be considered. The Authority operates a  
generous disturbance allowance scheme.  
Possibility of help with temporary housing in approved cases.

**Westcourt County Primary School, Group 5**  
School Roll: 298 (Spring Term 1988) + Nursery Unit (50 pt  
Pupils)

Required for January 1988 a Headteacher for Westcourt  
County Primary School, Westcourt County Primary School is  
situated less than 2 miles from the town centre of Gravesend in  
modern accommodation.  
Following the resignation of the Headteacher of the Infant  
Department, it is proposed to amalgamate the two departments  
from September 1988.  
This post offers a very interesting challenge to a person with  
management experience at a senior level. The person  
appointed will have the opportunity of being involved with the  
accommodation arrangements and the appointment of staff to  
the amalgamated school.

Further details and application forms for both above posts  
from The Area Education Officer, 132 Windmill Street,  
Gravesend, Kent DA12 1BE. (Enclosing a stamped  
addressed envelope).

Closing date 31st July 1987.  
The Authority operates a generous disturbance allowance  
scheme.  
Possibility of help with temporary housing in approved cases.

## EAST KENT AREA

**St Mary's of Charity C.E. (Aided) Junior**  
School, Orchard Park, Faversham ME13 8AP.  
Group 6.

Applications are invited from suitably qualified and experienced  
teachers who are regular communicant members of the Church of  
England for appointment as Headteacher from 1st January  
1988. The School is a modern primary school opened in 1982  
and maintains close links with the parish church.  
Application forms and further details from the Area  
Education Officer, 78, London Road, Canterbury CT2 8LT  
(enclosed envelope please).  
1987.

## WEST KENT AREA

**Tunbridge Wells, St Barnabas C.E. (Aided)**  
Primary School, Quarry Road, Tunbridge  
Wells, Kent TN1 2EY. Group 3.

Current Roll 107  
Required for the Summer Term 1988

Applications are invited from well qualified and experienced  
candidates for the Headship of this primary school associated  
with the well known Anglo Catholic Parish of St Barnabas  
Tunbridge Wells. The Governors are seeking to appoint a  
practising communicant member of the Church of England with  
sympathies for the Churchmanship of the Parish.  
Further details and application forms available from the  
Chairman of Governors, Father M. & Nicholls, St Barnabas  
Church, 31 Lansdown Road, Tunbridge Wells, Kent TN1  
2NQ, to whom they should be returned by the 31st July 1987.

## MID KENT AREA

**Madginford Park CP School (Infant**  
Department), Beasted, Maidstone, Kent  
ME15 8LJ. Group 4.

Current Roll 188  
Headteacher required with effect from January 1988 for this  
primary school.

Application form and further details from the Mid Kent Area  
Education Officer, Ashley House, Hastings Road,  
Maidstone, Kent ME15 7SD (BAE please).  
Returnable by 31st July 1987.

## MID KENT AREA

**Shepway County Junior School, Oxford Road,**  
Maidstone ME15 8DD

Teacher for Upper Juniors to have responsibility for language  
development. Temporary for one year. Apply immediately to  
Headteacher, telephone Maidstone (0622) 61550.

## SCALE 2 AND ABOVE

## EAST KENT AREA

**Newington County Infant School, Melbourne**  
Avenue, Ramsgate, CT12 6J5

Scale 2 Assistant Teacher - Music. Required September 1987  
or as soon thereafter. Keen, enthusiastic music specialist to  
develop interest and skill throughout the school.  
Further details and application forms from the school (BAE  
please), to be returned to Mrs S. Ireland at the school asap.

## WEST KENT AREA

**Kemsing County Primary School, Sevenoaks,**  
TN15 8PU

Required for January 1988, a Reception Class Teacher (Scale 2)  
Whole language child centred approach essential.  
Responsibility for language development in early years. Closing  
date 24 July.

**Sevenoaks, St Thomas R.C. Primary School**  
(Aided), South Park, Sevenoaks TN13 3XD

Required for September, 1987 an enthusiastic teacher for one  
of the following areas: Maths, Music and/or Science. A  
practising Catholic holding a Catholic Teachers Certificate is  
preferred. There is a possibility of a Scale 2 post. Visits to the  
school would be most welcome.

## SCALE 1

## WEST KENT AREA

**Tunbridge Wells, Sherwood Park County**  
Primary School, Gregg Wood Road,  
Tunbridge Wells, Kent TN12 3JJ

Required for September, 1987, or January, 1988, 2 teachers.  
Please state special interests.

## MID KENT AREA

**Shepway County Junior School, Oxford Road,**  
Maidstone ME15 8DD

Teacher for Upper Juniors to have responsibility for language  
development. Temporary for one year. Apply immediately to  
Headteacher, telephone Maidstone (0622) 61550.



Unless otherwise stated, applications  
should be sent to the Head of the  
School concerned (BAE please).

ilea  
Working in  
Education

The Inner London  
Education Authority is  
committed to providing a  
high quality education  
service to one of the most  
ethnically and culturally  
diverse populations in  
Britain and is able to offer  
its teachers:

\* Commitment to  
promoting equality of  
opportunity in education  
\* Pupil teacher ratios  
among the best in the  
country

\* Half-day a week  
induction training for  
probationary teachers  
and a high level of in-service training  
provision thereafter

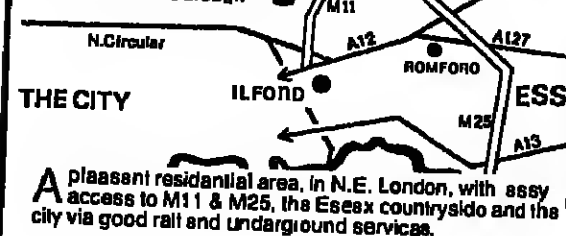
\* With some 650 schools,  
opportunities to broaden  
experience and enhance  
career prospects

\* Excellent support staff  
and professional back-up,  
plus a range of central  
specialist resources

\* Inner London allowance  
of £1,415 plus in many  
cases School Priority  
allowance of £201/276 p.a.  
in addition to Burnham  
salary.



## Redbridge



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

**Required for January 1988 or earlier if possible: Experienced teachers for the following posts (responsibility for curriculum development):**

### GEARIES JUNIOR SCHOOL:

Gants Hill Crescent, Ilford, Essex IG2 6TU

HEAD: Miss W. Alderton

Scale 3 Tel: 01-550 4755

### GOODMAYES PRIMARY SCHOOL:

Althorne Road, Goodmayes, Ilford, Essex IG3 9RW

HEAD: Mr A. Derrent, B.A.

Scale 3 Tel: 01-590 5810

### PARKHILL JUNIOR SCHOOL:

Lord Avenue, Clayhall, Ilford, Essex IG5 0DB

HEAD: Mrs J. Truslove

Scale 3 Tel: 01-550 5253

### SNARESBROOK PRIMARY SCHOOL:

Meadow Walk, London E18 2EN

HEAD: Mr P. Grace

Scale 2 Tel: 01-989 9875

### HIGHLAND'S INFANT'S SCHOOL:

Lennox Gardens, Ilford, Essex IG1 3LF

HEAD: Mr M. Griffin

Scale 2 Tel: 01-554 0044

### ST BEDE'S R.C. PRIMARY SCHOOL:

Canon Avenue, Chadwell Heath, Romford, Essex RM6 5RR

HEAD: Sister Mary Peter Breen

Scale 2 Tel: 01-590 1376

Application forms and further details are obtainable on request from The Headteacher, to whom completed forms should be returned by 14 September 1987.

## Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

### Primary Education

#### SCALE 2 POST

DUNSTAN C.E. JUNIOR CONTROLLED PRIMARY SCHOOL, WILLIAM STREET, CALNE, SN11 9BD. TEL: CALNE 813505. GROUP 4. N.O.R. 159

Required from the 1st September, 1987 or a.s.e.p. an experienced Teacher, Scale 2, who works from the direct experience of the child and who would want to present a broad approach to the curriculum. Please state curriculum strengths. Application forms and further details available from the Head Teacher at the above address (large S.A.E. please). Closing date the 31st July 1987.

#### SCALE 1 POST

PEWSEY COUNTY PRIMARY SCHOOL, WILCOT ROAD, PEWSEY, WILTS. SN9 5EJ. TEL (SCHOOL HOURS) MARLBOROUGH (0672) 62083. (EVENINGS) MARLBOROUGH (0672) 83548. GROUP 4. N.O.R. 160

Applications are invited for the post of Junior class teacher in this new Primary School.

Application by letter and full C.V. direct to the Head Teacher, from whom further details are available on request. This post has been advertised locally, and previous applicants need not re-apply.

Closing date for applications: Thursday 23rd July.

In view of the need to fill this post at short notice, candidates are advised to provide telephone numbers for the Head Teacher to contact them.

## PRIMARY EDUCATION

continued

### HUMBERSIDE

#### EDUCATION COMMITTEE

##### SCOUTS AND GUIDES

##### PRIMARY SCHOOL

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## PRIMARY EDUCATION

continued

### ESSEX

#### ESSEX COUNTY INFANT SCHOOL

##### Compton Hill, Epping CM10 0DU

##### TEACHER OF INFANTS Scale 1

##### Required for September or January 1988

##### Full time teacher with experience in infant teaching and enthusiasm for the role

##### Applicants should send curriculum vitae and three references to the Headteacher, Compton Hill, Epping CM10 0DU, by 14th September 1987.

##### Applications will be considered on an ongoing basis.

##### Successful candidates will be offered a trial period.

##### For further details contact the Headteacher, Compton Hill, Epping CM10 0DU, Tel: 0206 78087.

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## PRIMARY EDUCATION

continued

### HAMPSHIRE

#### THE HORTON GALE COUNTY

##### Blackdown School, Basingstoke

##### TEACHER OF INFANTS Scale 1

##### Required for September or January 1988

##### Full time teacher with experience in infant teaching and enthusiasm for the role

##### Applicants should send curriculum vitae and three references to the Headteacher, Blackdown School, Basingstoke, by 14th September 1987.

##### Applications will be considered on an ongoing basis.

##### Successful candidates will be offered a trial period.

##### For further details contact the Headteacher, Blackdown School, Basingstoke, Tel: 0256 22222.

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## NEWHAM COMMUNITY COLLEGE

**AN EQUAL OPPORTUNITY EMPLOYER**  
A College of Further, Higher and Adult Education which provides education and training for the whole community - from basic skill level to final professional qualifications.

### PRINCIPAL LECTURER: FOUNDATION STUDIES

To help develop and manage Foundation courses (CPVE; Return to Learning; Access etc.) and of Foundation support for students attending vocational courses (including Communications; Study Skills; Problem Solving and Personal Development). Applicants should have appropriate teaching and administrative experience. Energy, enthusiasm, a well informed understanding of curriculum issues, and a commitment to meeting the Foundation needs of local people will be essential.

### LECTURER II ENGLISH AS A SECOND LANGUAGE

Required from 1st January 1988 or earlier to act as a course leader for ESL provision at West Ham Centre. Also to support individual students and stimulate college course and curriculum development in ESL through membership of appropriate course teams. A knowledge of relevant Aalen languages would be an advantage.

Applications from women, members of ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary in the range: £11,784 to £16,666 plus £1,215 London Weighting

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 562 9927 (24 hours). Closing Date: 28th July 1987.

(04131)



**Nelson & Colne College**

## LECTURER I IN GOVERNMENT

Required from 1st September, 1987, to take responsibility for the teaching of Government and Political Studies and to contribute to the teaching of Sociology.

Application forms from the Chief Administrative Officer, Nelson and Colne College, Scotland Road, Nelson, Lancs. BB9 7YT.

## CLEVELAND COUNTY COUNCIL LONGLANDS COLLEGE of Further Education

Applicants are invited from suitably qualified candidates for the following post:-

### Lecturer I in Industrial Robotics

to teach and assist in the development of courses particularly in the use of Robotics in a manufacturing and production environment.

Salary: Lecturer I £6,843-£11,865

Application forms and further details are available from the Principal's Secretary, Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland, TS4 2JW, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

(05959)

## COLLEGES OF FURTHER EDUCATION continued

### Mid Glamorgan COUNTY COUNCIL Education Department

#### BRIDGEND COLLEGE OF TECHNOLOGY

### 1. LECTURER II, FOREIGN LANGUAGES

Required for 1st January, 1988, an experienced and enthusiastic graduate to teach, organise and develop foreign languages at the College.

The person appointed should have a high degree of proficiency in at least two major European languages (to include French), and experience in the application of foreign languages to business situations would be advantageous.

The post will include responsibility for the teaching of languages within Business Studies and Travel and Tourism courses for foreign language needs in local industry for G.C.S.E. 'A' level and for the College's increasing European links.

The College is also hoping to develop links with schools and expand the range of foreign language evening classes in the communities of Gwent. Applicants shortlisted for interview may be required to demonstrate a high degree of proficiency in their spoken foreign language.

SALARY: £6,695-£13,666 (under review)

### 2. LECTURER I, DEPARTMENT OF CARING AND COMMUNITY STUDIES

Required for 1st September, 1987, or as soon as possible thereafter to form part of a team providing qualifying and pre-qualifying social work training to a wide range of students.

Applicants must hold a qualification of the Council of Education and Training in Social Work (i.e., C.S.S., C.Q.S.W. or equivalent) and, additionally, a relevant degree or other professional qualification would be a distinct advantage.

The successful applicant should have relevant experience in working with handicapped or elderly people, preferably in a residential or day care setting, and will have proven ability in teaching and/or training.

SALARY: £6,843-£11,865 with eventual progression to £13,666 (under review)

Application forms to be returned by 31st July, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Sunnyvale, Bridgend, CF31 4AR. Tel. Bridgend (0896) 62111. AN EQUAL OPPORTUNITIES EMPLOYER

(05951)

## DE HAVILLAND COLLEGE The Campus, Welwyn Garden City, Herts

### Lecturer I in Modern Languages and EFL

To take an active role in the development of the Modern Languages Section and participate in EFL teaching and activities. Interest in Communications an advantage. The post will be based at the Borehamwood College Centre.

### Lecturer in Computer Applications

Applications are invited from candidates who can offer expertise in one or more of the following fields:  
• Programming: BASIC, PASCAL, COBOL  
• Development of Courseware  
• Staff Development in Information Technology  
• Business Applications  
• Engineering Applications

The post will be based at the Welwyn Garden City College Centre.  
Salary: £8843-£13666 per annum plus £308 "fringe" allowance.

Assistance with removal and lodgings in approved cases.

Forms and further details from the Principal, de Havilland College, The Campus, Welwyn Garden City, Herts AL8 8AH (telephone: Welwyn Garden 326318 ext. 21), to be returned by July 31st July 1987.



## TRESHAM COLLEGE Lecturer Grade I Hearing Impaired (Temporary 1 Year Appointment) Plus Part-time Lecturers in this Speciality

REQUIRED FOR SEPTEMBER 1987

As part of the College's major commitment to students with special needs, an active and enthusiastic teacher is required to join our expanding support team. Candidates should preferably be qualified teachers of the deaf and able to support hearing impaired students in a variety of subjects across the College provision.

Applications are also invited from suitably experienced teachers interested in part-time work in this speciality. Salary: Lecturer Grade I £6,843-£11,865 (under review). F.E. Conditions of Service will apply. The County Council Welcomes applications regardless of race or ethnic origin, sex, marital status or disability.

For further details and application forms, please send a large S.A.E. to:  
The Principal's Secretary, Tresham College,  
St. Mary's Road, Kettering, Northants NN16 7BS.  
Telephone Kettering (0536) 95363 ext. 205.

Application forms and further details are available from the Principal's Secretary, Tresham College, St. Mary's Road, Kettering, Northants NN16 7BS. Telephone Kettering (0536) 95363 ext. 205.

Closing date: 28th July 1987. 220026

An Equal Opportunities Employer. 1117891 220026

### Principal Mr. L. P. S. Piper Applications are invited for a job-share position as

## Lecturer II in Psychology (Half-Time)

in the Centre for Professional and Personal Development. The Centre offers a range of professional training courses in Education and Social Work and also personal development courses in group dynamics and counselling.

The appointment will be a half-time post on a permanent basis of Lecturer Grade II level.

Salary: £8,595-£13,656 (under review), proportionally reduced.

An application form and further details may be obtained by sending a stamped, addressed envelope to the Staffing Office at the address below from whom all completed application forms should be returned within two weeks of the appearance of this advertisement.

## Cornwall College of Further and Higher Education

Redruth, Cornwall TR8 6AB

## COLLEGES OF FURTHER EDUCATION

### SOMERSET COUNTY COUNCIL SOMERSET COLLEGE OF FURTHER EDUCATION Warwick New Road Loomington BA2 0BJ Tel: 00061 31171

Applications are invited for the following full-time appointments:

### LECTURER GRADE II Accounting and/or Financial Mathematics

Required as soon as possible. The person appointed will be responsible for the teaching of basic mathematics and accounting principles to level 11 on BTEC Diploma and Certificate in Accounting and Finance. The successful candidate will be required to develop and deliver a range of courses in the field of Accounting and Finance. The successful candidate will be required to develop and deliver a range of courses in the field of Accounting and Finance.

Application forms and further details are available from the Principal's Secretary, Somerset College of Further Education, Warwick New Road, Loomington BA2 0BJ. Tel: 00061 31171.

Warwickshire is an equal opportunities employer. 220026

Application forms and further details are available from the Principal's Secretary, Somerset College of Further Education, Warwick New Road, Loomington BA2 0BJ. Tel: 00061 31171.

Closing date 31st July 1987. 220026

An equal opportunities employer. 1117891 220026

### WEST SUSSEX COLLEGE OF FURTHER EDUCATION LECTURER GRADE II IN ACCOUNTING AND FINANCIAL MATHEMATICS

As a result of continuing expansion in a range of courses for professional management institutions and of short management courses for local companies, we now wish to appoint further lecturers to teach a selection of subject areas appropriate to the existing curriculum. The successful candidate will be required to develop and deliver a range of courses in the field of Accounting and Finance.

Application forms and further details are available from the Principal's Secretary, West Sussex College of Further Education, PO Box 100, Brighton BN1 9QJ. Tel: 01223 555555.

Closing date: 28th July 1987. 220026

An Equal Opportunities Employer. 1117891 220026

### WAKEFIELD COLLEGE OF FURTHER EDUCATION LECTURER II IN BUSINESS STUDIES

Required for September, 1987. The successful candidate will be responsible for the teaching of business studies to level 11 on BTEC Diploma and Certificate in Business Studies. The successful candidate will be required to develop and deliver a range of courses in the field of Business Studies.

Application forms and further details are available from the Principal's Secretary, Wakefield College of Further Education, Wakefield WF1 1AB. Tel: 01924 444444.

Closing date: 28th July 1987. 220026

An Equal Opportunities Employer. 1117891 220026

### LINCOLNSHIRE COLLEGE OF ART AND DESIGN

Lincoln Road, Lincoln LN2 1NP.  
Telephone (0522) 23268. Principal: Derrick Hawker

Department of Art and Associated Studies  
Head of Department: Roger Croxall

Applications are invited for the following two posts, to start as soon as possible after 1st September 1987:

### Lecturer 1 - First Year Co-ordinator: BTEC ND General Art and Design

Candidates should be suitably qualified 2D designers (Graphic or Fashion and Textiles) with ability to teach drawing skills as well as their own specialist subject. Knowledge of appropriate computer applications will be considered an advantage.

The appointed person will support the Course Leader, as Co-ordinator of First Year Studies with responsibility for teaching and organisational arrangements for approximately 30 students on this broad based two year, QAD course.

### Lecturer 1 - Second Year Graphic Design Co-ordinator: BTEC ND General Art and Design Course

Candidates should be suitably qualified in Graphic Design with ability to teach associated drawing skills and photography. Knowledge of and developed interest in computer graphics will be considered an advantage.

In support of the Course Leader the appointed person will be mainly responsible for work with the Graphic Design option groups in the Second Year of the QAD course.

Application forms and further details of both posts can be obtained from the Principal's Secretary at the above address. Completed forms should be returned by Monday 12th July 1987. Interviews will be held for early consideration. 220026

## WARWICKSHIRE COLLEGE OF FURTHER EDUCATION

MIO WARWICKSHIRE COLLEGE OF FURTHER EDUCATION  
Warwick New Road  
Loomington BA2 0BJ  
Tel: 00061 31171

Applications are invited for the following full-time appointments:

### LECTURER GRADE II Accounting and/or Financial Mathematics

Required as soon as possible. The person appointed will be responsible for the teaching of basic mathematics and accounting principles to level 11 on BTEC Diploma and Certificate in Accounting and Finance. The successful candidate will be required to develop and deliver a range of courses in the field of Accounting and Finance.

Application forms and further details are available from the Principal's Secretary, Warwickshire College of Further Education, Warwick New Road, Loomington BA2 0BJ. Tel: 00061 31171.

Warwickshire is an equal opportunities employer. 220026

Application forms and further details are available from the Principal's Secretary, Warwickshire College of Further Education, Warwick New Road, Loomington BA2 0BJ. Tel: 00061 31171.

Closing date 31st July 1987. 220026

An equal opportunities employer. 1117891 220026

### WARWICK UNIVERSITY OF EDUCATION

Applications are invited for the following full-time appointments:

### LECTURER GRADE II IN THE SCHOOL OF EDUCATION

The successful applicant will be responsible for the teaching of education to level 11 on BTEC Diploma and Certificate in Education. The successful candidate will be required to develop and deliver a range of courses in the field of Education.

Application forms and further details are available from the Principal's Secretary, Warwick University of Education, Warwick New Road, Loomington BA2 0BJ. Tel: 00061 31171.

Closing date: 28th July 1987. 220026

An Equal Opportunities Employer. 1117891 220026

### COLLEGES AND DEPARTMENTS OF ART

### Other Appointments

### CLEVELAND COUNTY COUNCIL

An Equal Opportunities Employer

### CLEVELAND COLLEGE OF ART AND DESIGN

LECTURER II IN CHARGE OF BTEC ND GENERAL ART AND DESIGN (FASHION) AT THE FLEETWOOD STRIKE OF ART DESIGN

Required for September 1987 or as soon as possible. The person appointed will be responsible for the teaching of fashion design to level 11 on BTEC Diploma and Certificate in Fashion Design. The successful candidate will be required to develop and deliver a range of courses in the field of Fashion Design.

Application forms and further details are available from the Principal's Secretary, Cleveland College of Art and Design, Cleveland, Cleveland, Cleveland. Tel: 01272 444444.

Closing date: 28th July 1987. 220026

An Equal Opportunities Employer. 1117891 220026

## MANCHESTER POLYTECHNIC

MANCHESTER POLYTECHNIC  
Faculty of Community Studies and Education  
LECTURER II IN MATHEMATICS EDUCATION (PRIMARY)

Applications are invited from those with recent relevant teaching experience in mathematics in primary schools (i.e., C5/56).

For both posts, the person appointed will be expected to contribute to the full range of teacher education courses offered at both initial and in-service levels. Lecturing involves working on up to two evenings per week as part of the overall teaching commitment.

The mathematics section operates an open access system and a high degree of involvement can be expected. The person appointed will be expected to contribute to the full range of teacher education courses offered at both initial and in-service levels. Lecturing involves working on up to two evenings per week as part of the overall teaching commitment.

Application forms and further details are available from the Principal's Secretary, Manchester Polytechnic, PO Box 100, Manchester M13 9PL. Tel: 061 275 5555.

Closing date: 28th July 1987. 220026

An Equal Opportunities Employer. 1117891 220026

### Other Appointments

### CHILTERNHAM COLLEGE OF ST. PAUL

AND ST. MARY'S COLLEGE OF ST. MARY  
LECTURER IN MATHEMATICS

Required for September/January, 1987. The person appointed will be responsible for the teaching of mathematics to level 11 on BTEC Diploma and Certificate in Mathematics. The successful candidate will be required to develop and deliver a range of courses in the field of Mathematics.

Application forms and further details are available from the Principal's Secretary, Chilternham College of St. Paul and St. Mary's, Chilternham, Chilternham. Tel: 01295 444444.

Closing date: 28th July 1987. 220026

An Equal Opportunities Employer. 1117891 220026

### Research Posts

### RESEARCH ASSISTANT

To work on a major television documentary for 3 months commencing October 1987. The successful candidate will be responsible for the research and production of the documentary. The successful candidate will be required to develop and deliver a range of courses in the field of Television Production.

Application forms and further details are available from the Principal's Secretary, Research Assistant, Research Assistant, Research Assistant. Tel: 01272 444444.

Closing date: 28th July 1987. 220026

An Equal Opportunities Employer. 1117891 220026

### HOME OFFICE

The Police Staff College at Bramhill provides top quality higher training for officers of overseas and UK police forces.

Your primary involvement will be with selection, assessment and development of staff, student training in stress management and the management of change and organisational development.

You must have a first or second class honours degree, or equivalent or higher qualification, in applied psychology and be well versed in learning theory and handling processes. Membership of the British Psychological Society is essential.

Salary (under review) £10,000-£14,000. Starting salary according to qualifications and experience. Promotion prospects.

For further details and an application form (to be returned by 7 August 1987) write to Civil Service Commission, Alcester Link, Banbury, Banbury, Banbury. Tel: 01295 444444.

Please quote ref G/7886.

The Civil Service is an equal opportunity employer.

220026







MINISTRY OF DEFENCE  
SERVICE CHILDREN'S EDUCATION AUTHORITY

## Vacancies for Infant Teachers

January 1988

SCEA invites applications from qualified and experienced teachers to fill a significant number of INFANT POSTS (and a smaller number of junior posts).

Most initial appointments will be made on the Basic Scale, but a few vacancies will attract an incentive allowance. Although contracts are initially for three years, these are renewable subject to satisfactory performance, and many teachers stay with the Authority for considerable periods, achieving substantial advancement within it.

The bulk of appointments will be in Germany, but a small number of teachers may be needed in Cyprus and Hong Kong. Applicants may specify the overseas area(s) in which they are interested, although those including Germany in their choices are more likely to enhance their chances of being selected for interview and possible subsequent appointment.

SCEA primary schools are very well equipped, generously staffed, and designed in every way to reflect the best of contemporary UK practice. An advisory service and excellent programme of in-service training ensures that the SCEA teacher remains professionally up-to-date and fully in touch with developments in the UK.

### CONDITIONS OF SERVICE

Salary will be in accordance with the Education (School Teachers' Pay and Conditions of Service) Order 1987. In addition, the London Area Allowance is payable.

Superannuation — Normal rights are safeguarded.

Foreign Service Allowance/Cost of Living Allowances. A tax free allowance is payable. Further information will be forwarded to interested applicants.

Accommodation is normally provided rent free.

All applicants should be resident in the United Kingdom, where they have recently gained at least two years' teaching experience in a similar post to that for which they are applying.

The Civil Service is an equal opportunities employer.

Requests for application forms and further details should be made in writing to:

Service Children's Education Authority 2a  
MOD/279  
HQ DAED  
Crowthorne

London SE9 5NR  
(Tel: 01 854 2242 Ext 4206/4224)

The closing date for completed application forms is Friday 7 August 1987.

(08818)



## OVERSEAS POSTS continued

### KING FAISAL UNIVERSITY AL-HASSA SAUDI ARABIA

## COLLEGE OF EDUCATION

Applications are invited for vacancies  
in the following areas:

**GENERAL LINGUISTICS  
APPLIED LINGUISTICS  
BRITISH & AMERICAN LITERATURE  
TEFL/TESL  
PHYSICAL EDUCATION (MALES ONLY)  
CURRICULUM & INSTRUCTION**

Application forms (and further particulars) are available from the following address:

King Faisal University Vacancies, Saudi Arabian  
Educational Office, 29 Balgove Square,  
London SW1X 8QB.

end should be sent, together with non-returnable photocopies of academic and experience certificates, to:

The Dean, College of Education, King Faisal  
University, PO Box 1769, Al-Hassa 3192,  
Saudi Arabia.

Applications are to reach Saudi Arabia no later than  
1 August 1987.

### THE AL BAYAN SCHOOL, KUWAIT

Paces Recruitment Consultants invite applications from  
Biology Graduates for the post of Biology Teacher.

The successful applicant will teach I.B. Biology to 12-16  
years olds, with 2 classes of science per week to upper  
juniors.

Applicants should preferably have 3 to 7 years experience.

The school offers a generous tax free salary, return air fare  
and free accommodation etc.

Applicant should submit 2 copies of each of the following:-

Letter of application, o.v., recent passport photograph and  
names and addresses of two referees, together with a  
stamped addressed envelope to:-



Department A. Paces, 88,  
Eccleston Gardens, St. Helens,  
WA10 3BN., within 14 days.

Interviews in the UK in  
August.

### RENEWAL OF NATIONAL ENGLISH LANGUAGE CURRICULUM PROJECT SULTANATE OF OMAN

Applications are invited for the following posts:

#### 1. PROJECT COORDINATOR

This is a Senior Executive appointment. The appointee will be responsible  
for the overall administration of the project. A high level of administrative  
ability together with financial and budgeting expertise are required. It  
is essential that the appointee has extensive experience of similar material  
curriculum development projects. Previous work experience in the field  
would be an advantage.

Qualifications  
Applicants should hold either a Masters Degree in Linguistics/TEFL or  
have twelve years relevant post degree experience, or an appropriate  
Bachelors Degree, a postgraduate diploma in TEFL and twelve years  
experience.

2. CURRICULUM AND TRAINING OFFICER

The appointee will work in close association with an author in the con-  
ception, pre-writing, drafting, rewriting, and gradual introduction of new  
materials and their evaluation. Extensive experience of teacher in-service  
training is a requirement. Some materials writing experience would be an  
asset, as would the offering of some personal specialist area of expertise  
(e.g. school based testing, classroom techniques, use of media etc.).

Qualifications  
Applicants should hold either a Masters Degree in Linguistics/TEFL or  
have eight years relevant post degree experience, or an appropriate  
Bachelors Degree, a postgraduate diploma in TEFL, and twelve years  
experience.

Benefits for the above posts:  
- Generous salary free of income tax  
- Gratuity payable after two years service  
- Child allowance (maximum 3 children)  
- Free annual family passages  
- 48 days annual leave  
- Free furnished accommodation  
- Car allowance.

Interested applicants should apply in writing immediately to  
the following address enclosing a full CV, copies of certificates  
and references, and also quoting a day time telephone number.  
Cultural Attaché, Sultanate of Oman, 44 Emmanera Gdn, Lon-  
don SW7. Interviews to be held during mid-August.

### DUKHAN JUNIOR SCHOOL, QATAR

PACES Recruitment Consultants have been instructed by the  
governing Board of the School to recruit:-

#### A PRIMARY SCHOOL TEACHER

With experience of both Juniors and Infants for September 1987.  
The School serves children of the Senior Staff of the Qatar General  
Petroleum Company, over half of whom are British; and 4 to 16  
years old has 30 children on roll and two other teachers. A British  
national is followed.

This successful candidate will be FEMALE, with 8 to 12 years teach-  
ing experience, some of which will preferably be overseas.  
The school offers an excellent package, including a TAX FREE SAL-  
ARY in the region of £16,000 p.a., return air fare etc.

Please send two copies of the fol-  
lowing: CV, letter of application  
names of two referees, passport photograph and  
a stamped addressed envelope to:  
Dept. P. PACES, 88 Eccleston Gar-  
dens, St. Helens, WA10 3BN. Within  
14 days.

Interviews in August.

PACES also have a number of vacancies for teachers aged 25 to 30  
in Primary Schools in the Middle East. If you are available for Sep-  
tember, please send copies of your CV to the Paces address above.

For further details and an application form,  
please write, quoting the post reference  
number, to Overseas Educational  
Appointments Department, The British  
Council, 65 Davies Street, London W1T 2AA.

### OVERSEAS POSTS

continued

#### ITALY

Experienced EFL teachers re-  
quired for large, established,  
authorised schools in the  
Rome area. Applicants should  
have degrees, relevant experi-  
ence, and be able to teach  
English, Italian, and/or  
American literature. Salary  
approx. 7,000,000  
Italian lire per month (plus  
allowance for housing and  
other expenses). Free passage  
to and from Italy and sub-  
sidised accommodation.  
Interviews will be held in  
London from August 11th to  
18th.

Please send two copies of the fol-  
lowing: CV, letter of application  
names and addresses of two referees, together with a  
stamped addressed envelope to:-  
PACES, 88 Eccleston Gardens,  
St. Helens, WA10 3BN. Within  
14 days.

Interviews in August.

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South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job.

#### EDUCATION DEPARTMENT

Following a review of the Management Structure within the Department and the re-organisation of posts, the Authority seeks to make a number of appointments to commence at an early date. These posts reflect the implementation of major development plans by the Council in the fields of Tertiary Education, Community Education and In-Service Training. All APT&C salaries shown will increase by 2.375% w.e.f. 1.2.88.

#### ASSISTANT DIRECTOR OF EDUCATION

(Tertiary Education) £17,151 - £18,372 p.a.

Applicants should be graduates with appropriate teaching experience and substantial experience in educational administration.

The successful applicant for this new post will be primarily responsible for the implementation of the Council's Tertiary Education plans based on South Tyneside College from September 1988. This College is one of the major national centres of marine education and training and an interest in this field would be welcome.

#### ASSISTANT DIRECTOR OF EDUCATION (Community and Continuing Education) £17,151 - £18,372 p.a.

Applicants should be graduates (or hold equivalent professional qualifications) with appropriate teaching experience and substantial experience in educational administration.

The successful applicant for this new post will have three major and inter-related areas of activity:-

1. Industrial training needs and schemes funded through M.S.C., E.S.F. and I.A.F.
2. Community Education including the Youth and Community Service and Adult Education.
3. Student support.

#### GENERAL ADVISER WITH SPECIAL RESPONSIBILITY

FOR TERTIARY EDUCATION (Tertiary Head Teacher Group 2)

Applicants should be graduates with appropriate teaching experience at a senior level.

The person appointed will advise on the 16 to 19 phase of education and play an integral part in the development of the new Tertiary College.

#### GENERAL ADVISER WITH SPECIAL RESPONSIBILITY

FOR IN-SERVICE TRAINING (Tertiary Head Teacher Group 2)

Applicants should be graduates with appropriate teaching experience at a senior level.

The person appointed will develop in-service training throughout the Borough which will involve working with all sections of the education service included within the Grant Related In-Service Training Scheme.

#### ASSISTANT EDUCATION OFFICER

(Tertiary Education) £14,361 - £15,587 p.a.

Applicants should be graduates with appropriate teaching experience. Previous experience in educational administration would be an advantage.

The successful candidate will play a significant role in the development of Tertiary Education, whilst supporting the Assistant Director (Tertiary) in the discharge of the local authority responsibilities for South Tyneside College.

#### ASSISTANT EDUCATION OFFICER

(Community and Continuing Education) £14,361 - £15,587 p.a.

Applicants should be graduates with appropriate teaching experience. Previous experience in educational administration would be an advantage.

The successful candidate will be responsible to the appropriate Assistant Director for the administration of the new In-Service Training Programme, including co-ordination of the programme, with quality monitoring. These responsibilities will be shared with the Assistant Director of Secondary Education in the general administration of Secondary Schools.

#### CAREERS TEAM LEADER (Schools/Colleges)

£11,079 - £11,805 p.a.

The above post has arisen at South Shields Careers Office. The successful candidate will be primarily responsible for supervising and organising the work of Careers Officers with school leavers; the Specialist Careers Officer (Continued Education); the Specialist Careers Officer (Special Needs) and the Part-time TVET Careers Officers. Other duties will include training, compilation of reports, advising the Senior Careers Officer on new initiatives, and liaison with schools and colleges.

Applicants must hold Parts 1 and 2 of the Diploma in Careers Guidance and have had several years successful experience within the Careers Service.

Application forms are available from the Chief Personnel and Management Services Officer, Westwood Village, South Shields (Telephone Tyneside 454966) and should be returned by NOON on 31st July 1987.

## ADMINISTRATION L.E.A. continued

#### EDUCATION DEPARTMENT

Required for January 1988 or as soon as possible thereafter.

#### PRINCIPAL ADVISER

for In-Service Education

SOULBURY-BURNHAM HT GROUP II

(£20,787-£22,332)

The Principal Adviser, who is based at the County Education Centre in Chelmsford works under the direction of the Chief County Inspector and is responsible for the production, delivery and evaluation of the County's in-service programmes. He/she will work in close association with the Education Officer (In-Service Administration and Finance). Applicants should have substantial and appropriate experience in the training of practising teachers, particularly as it relates to the work of an Advisory Service.

Closing date: 29th August 1987.

Generous relocation expenses are payable in approved cases.

#### CAREERS SERVICE

#### CAREERS OFFICER

(Main Grade) - Colchester Careers Office

Post No. C0831

Scale 4 or 5 £7,859-£8,559 or £8,790-£9,584

Applicants who will hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression to senior posts.

Closing date: 31st July 1987.

Generous relocation expenses are payable in approved cases.

For both of the above posts application forms and further details available from (a.s.a. places) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD. Tel: Chelmsford 267222 ext 2626.

(02626)



## Senior Assistant Education Officer

Key Management Role

£19,506-£20,724 inc. (under review)

This challenging opportunity offers an experienced, enthusiastic and imaginative candidate the chance to join a senior management team.

The key areas of responsibility are:

- \* Development \* Finance
- \* Management and \* Research.

This third tier post holder is responsible for preparing reports for the Education (Development & Finance) Sub-Committee. The person appointed will represent the Chief Education Officer at meetings including Finance, Establishment and Capital and Revenue. Visits to schools and further education establishments will be an essential aspect of the job, to assess future developments and building requirements and to enable the postholder to advise the Education Committee.

You will be a graduate with relevant administrative experience and preferably, but not essentially, teaching experience. The ability to deal with personnel at all levels including officers within the Education Department, manual and administrative staff and members of all recognised non-teaching unions is essential. Barking & Dagenham are currently reviewing secondary and post compulsory education policies and you will be expected to contribute effectively to proposals for the future.

We offer good benefits including essential car user allowance with a possible relocation package of up to £4,000 in appropriate cases.

If you have the necessary experience and enthusiasm to meet the challenge of this senior post please write for an application form and further particulars to the Chief Education Officer, Town Hall, Barking, Essex, IG11 5AL. (Please enclose covering SAE).

The closing date for receipt of completed applications is 7th August 1987.



Education Department

An Equal Opportunity Employer

## DEPUTY DIRECTOR OF EDUCATION

(£20,910 - £23,001)

(National Salary Award Pending)

Applicants should be graduates with successful teaching and substantial administrative experience.

The Council is looking for someone who will work imaginatively and constructively and who has the commitment, drive and determination that the post requires.

## ASSISTANT DIRECTOR OF EDUCATION - FURTHER EDUCATION

£15,567 - £16,773

Applicants should be graduates with teaching and, preferably, administrative experience in an education office. The person appointed will assist the Senior Assistant Director for Further Education in the exercise of responsibilities which are mainly concerned with Sunderland Polytechnic, two large colleges of further education, a substantial youth, adult and community service, a careers advisory service, the awards system, the Youth Training Scheme and outdoor education centre. Approval was recently received for the development of a tertiary system.

The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officers' team.

There is a scheme for assistance with re-location expenses. Application forms and further particulars (a.s.a.) are available from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN Tel: Weardale (081) 978161 ext. 2229 and must be returned to him by 31st July 1987.

Closing date: 29th August 1987.

Generous relocation expenses are payable in approved cases.

For both of the above posts application forms and further details available from (a.s.a. places) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD. Tel: Chelmsford 267222 ext 2626.

(02626)

## ADMINISTRATIVE OFFICER

(MANAGEMENT OF GRANT RELATED IN-SERVICE TRAINING)

SALARY: PO.3/4 £15,039-£17,511 per annum inclusive

This is a new and challenging senior post related to the implementation of the Authority's in-service programme associated with GRIST.

You will need to be a good, imaginative administrator who can develop good working relationships with the Educational Services - locally and nationally - with other agencies at paragon and professional levels.

Previous administrative experience within a broad educational context is important, although this need not necessarily have been within a Local Education Authority.

Closing date: 31st July, 1987

Ref: 603/AG/0651

If you are interested in this demanding, but enterprising opportunity write for fuller details and an application form to the Recruitment Office, London Borough of Barnet, 18/17 Sentinel Square, Brent Street, Hendon, London NW4 2EH. Telephone 01-202 8282, ext. 424 (01-202 8282) outside office hours.

(01-202 8282)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH

Barnet

EDUCATION DEPARTMENT

CAREERS OFFICER

(NORTH)

based at Area Office, North Waltham

Salary: Scale 4/5 £7,859 - £9,584 p.a.

Applications are invited from qualified Careers Officers or students completing a full-time Diploma course for the above post. The Officer appointed will undertake the full range of duties in schools, including the whole ability range up to 5th form level.

There is automatic progression to Scale 5 after a satisfactory probationary period.

Essential car user allowance is attached to the post so applicants must hold a valid driving licence.

Application forms and further details on receipt of a s.a.s. from County Education Officer, Room 5, County Hall, Marlborough Lane, Norwich NR1 2DL. Closing date: 31st July 1987.

(01603 222222)

AN EQUAL OPPORTUNITY EMPLOYER

Norfolk County Council

EDUCATION DEPARTMENT

CAREERS OFFICER

(NORTH)

based at Area Office, North Waltham

Salary: Scale 4/5 £7,859 - £9,584 p.a.

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(01603 222222)

AN EQUAL OPPORTUNITY EMPLOYER

Norfolk County Council



## ADMINISTRATION - LEA continued

**KNOWSLEY**  
METROPOLITAN BOROUGH OF KNOWSLEY  
PROFESSIONAL INSTRUCTIONAL AND COMMERCIAL UPDATING  
(PICKUP) W/NAFE CO-ORDINATOR  
Temporary FE Senior Lecturer £11,500 - £14,046

Required for 1st September 1987 a PICKUP/ W/NAFE Co-ordinator. The post is temporary and is funded via Education Support Grant.

Application forms and further details available by sending a p.p.c. to the Human Resources Officer, Human Resources, Ruyton, Ruyton Road, Ruyton, Wrexham, L50 2YH whom they should be returned by Friday, 31st July 1987, 17:30.

**NORTH YORKSHIRE**  
EDUCATION DEPARTMENT  
SPECIALIST CAREERS OFFICER (Specialist Nurturing)  
Based at York  
Scale 4, £9,546 - £11,805

Qualified and experienced for this post to undertake significant work with young people in the North of England. The post holder will be responsible for the development of two specialist posts to work with young people in the County.

Application forms (to be returned by 31 July 1987) and further particulars from the County Education Officer, Room 501, County Hall, Northcliffe, CL1 3BA (BAE please). 480000

**SMP 11-16 DEVELOPMENT**  
Development Officer  
On 28.7.87, 11:30, 480000

**HARINGEY**  
LONDON BOROUGH OF  
CAREERS ADVISER  
Salary: for candidates holding the Diploma in Careers Guidance  
Post 1 and 2, Scale 4, £10,702 - £11,585

Applicants should have a minimum of 3 years experience in the field of careers advice. The post holder will be responsible for the development of the careers service in the borough and will be expected to make a major contribution to the development of the service. The post holder will be expected to work with employers in the borough.

Application forms and further details available by sending a p.p.c. to the Human Resources Officer, Human Resources, Ruyton, Ruyton Road, Ruyton, Wrexham, L50 2YH whom they should be returned by Friday, 31st July 1987, 17:30.

**WARRICKSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
SPECIALIST CAREERS OFFICER (Specialist Nurturing)  
Based at York  
Scale 4, £9,546 - £11,805

Qualified and experienced for this post to undertake significant work with young people in the North of England. The post holder will be responsible for the development of two specialist posts to work with young people in the County.

Application forms (to be returned by 31 July 1987) and further particulars from the County Education Officer, Room 501, County Hall, Northcliffe, CL1 3BA (BAE please). 480000

## Educational Psychologists

**SUNDERLAND**  
BOROUGH OF SUNDERLAND  
EDUCATION DEPARTMENT  
SENIOR EDUCATIONAL PSYCHOLOGIST  
£10,702 - £11,585

The post holder will be responsible for the development of the educational psychology service in the borough and will be expected to make a major contribution to the development of the service. The post holder will be expected to work with employers in the borough.

Application forms and further details available by sending a p.p.c. to the Human Resources Officer, Human Resources, Ruyton, Ruyton Road, Ruyton, Wrexham, L50 2YH whom they should be returned by Friday, 31st July 1987, 17:30.

**WARRICKSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
SPECIALIST CAREERS OFFICER (Specialist Nurturing)  
Based at York  
Scale 4, £9,546 - £11,805

Qualified and experienced for this post to undertake significant work with young people in the North of England. The post holder will be responsible for the development of two specialist posts to work with young people in the County.

Application forms (to be returned by 31 July 1987) and further particulars from the County Education Officer, Room 501, County Hall, Northcliffe, CL1 3BA (BAE please). 480000

**SURREY**  
KINGSTON AND EBBWORTH HEALTH AUTHORITY  
HEALTH EDUCATION UNIT  
23 Upper Brighton Road, Surbiton, Surrey  
HEALTH EDUCATION OFFICER  
(Social Responsibility for Schools)

A challenging opportunity exists in this lively and expanding unit for an energetic person interested in developing further our health education initiatives in schools as well as contributing to the wider activities of the department.

Candidates should have a background in education or health education and be able to demonstrate good communication skills. The post holder will be expected to work with employers in the borough.

Application forms and further details available by sending a p.p.c. to the Human Resources Officer, Human Resources, Ruyton, Ruyton Road, Ruyton, Wrexham, L50 2YH whom they should be returned by Friday, 31st July 1987, 17:30.

## Peripatetic Posts

**NORFOLK**  
COUNTY COUNCIL  
The Peripatetic Music Service has the following vacancies for the Spring Term 1988

**1) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
The successful applicant will be required to teach CELLO in groups in both primary and secondary schools and to direct an ensemble.

**2) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
The successful applicant will be required to teach CELLO in groups in both primary and secondary schools and to direct an ensemble.

**3) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
The successful applicant will be required to teach CELLO in groups in both primary and secondary schools and to direct an ensemble.

**4) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
The successful applicant will be required to teach CELLO in groups in both primary and secondary schools and to direct an ensemble.

**5) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**6) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**7) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**8) SENIOR PERIPATETIC MUSIC TEACHER**  
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**9) SENIOR PERIPATETIC MUSIC TEACHER**  
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**10) SENIOR PERIPATETIC MUSIC TEACHER**  
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**11) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**12) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**13) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**14) SENIOR PERIPATETIC MUSIC TEACHER**  
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**15) SENIOR PERIPATETIC MUSIC TEACHER**  
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**16) SENIOR PERIPATETIC MUSIC TEACHER**  
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**17) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**18) SENIOR PERIPATETIC MUSIC TEACHER**  
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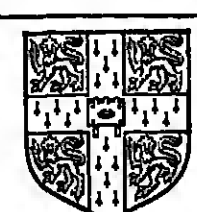
**19) SENIOR PERIPATETIC MUSIC TEACHER**  
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**20) SENIOR PERIPATETIC MUSIC TEACHER**  
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**21) SENIOR PERIPATETIC MUSIC TEACHER**  
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**22) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**23) SENIOR PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA  
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**UNIVERSITY OF CAMBRIDGE**  
LOCAL EXAMINATIONS SYNDICATE  
Internal Examinations

## DEVELOPMENT OFFICER for RECORDS OF ACHIEVEMENT

The Syndicate has collaborated with Cambridgeshire County Council in developing a model for a Record of Achievement. It wishes to appoint someone from 1st January 1988, with the ability to manage and extend this development as it is made available to schools and colleges throughout the UK and abroad. The appointment will be for two years in the first instance, with a salary at an appropriate point between £2,735 and £14,025 (under review). Graduates with appropriate experience are invited to write for further information to: The Secretary, Council for Examinations Development, University of Cambridge Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2RU. Completed applications should be returned by 14th August 1987. Three references will be required.

**LONDON AND EAST ANGLIAN GROUP**  
FOR GCSE EXAMINATIONS  
East Anglian Examinations Board  
London Regional Examinations Board  
University of London School Examinations Board  
Applications are invited for the following Chief Examiner appointments for the June 1988 examination.

**General Certificate of Secondary Education Examination ARITHMETIC**  
**General Certificate of Secondary Education (Mature) Examination COMPUTER STUDIES**

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from: The Secretary, London Regional Examinations Board, Lion House, 104 Wandsworth High Street, London SW18 4LE. Application forms should be returned by 7th August 1987.

**MANAGER**  
Salary up to £13,890 p.a.  
RED LAITHES COURT a 24 bed unit for people with a physical disability who wish to live independently.

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## PERIPATETIC POSTS continued

**ROTHERHAM**  
METROPOLITAN BOROUGH COUNCIL  
As Equal Opportunities Employer

**DEPARTMENT OF EDUCATION**  
SERVICE FOR HEARING IMPAIRED CHILDREN  
Required as soon as possible.

**PERIPATETIC TEACHER OF THE DEAF**  
SCALE 4 - 78PA

An experienced and qualified teacher of the deaf to join a team of teachers working in Primary and Secondary Schools.

Closing date: as soon as possible.

Further details are available from the Service for Hearing Impaired Children, School of Education, Rotherham College, Rotherham S60 0L.

C. Crane, Director of Special Resources (N1775) 670000

## Miscellaneous

**THE SCHOOL MATHEMATICS PROJECT**  
The Trustees of the project wish to appoint an experienced teacher of SMP 11-16 and 11-16 DEVELOPMENT OFFICER.

The person appointed will assume responsibilities in the following areas:

• organisation of further developments of the course

• in-service training

• support of local SMP 11-16 User Groups

• liaison with examination boards.

The work will be based in the south of England and involve a fair amount of travel.

The appointment will be for 3 years from 1st January 1988. The salary will be Scale 4 or Senior Teachers' Scale 5 according to the experience of the successful candidate.

For further details write to Mr Chris Little, Executive Officer, The School Mathematics Project, The University, Southampton SO9 5NH.

The closing date for application will be 30 September 1987.

**PERIPATETIC POSTS**

**PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA

The successful applicant will be required to teach CELLO in groups in both primary and secondary schools and to direct an ensemble.

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**PERIPATETIC MUSIC TEACHER**  
SCALE 3 CENTRAL AREA

**NORTHANTS.** Part time  
lectures required in all  
levels. Remuneration  
£12,000 p.a. Northampton  
£11,000 p.a. 660000

**RETIRED TEACHERS.** Established and respected. Published. Requires retired teachers interested in education to display a wide range of skills. Flexible working times. Allowance to enjoy retirement whilst at the same time keeping in touch with the education field. Own car essential. Further details to be covered: South East/South West/Southern England. Write: The Educational Wages, Box No. 70788, Priory House, John's Lane, RCIN 40X. (38866) d80000

**TEMPORARY TEACHER**  
Scale 21  
Required for 1st Sept 1987, or a.s.e.p. thereafter. 4 temporary teachers 1 year for this outdoor education centre (Scale 21).

Enthusiastic, suitably qualified and/or experienced teachers eco invited to apply.

Application form and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (a.s.e.p. please). Closing date: 25.7.87. (17775) d80000

**HOW TO SUCCEED BY DEGREES...**

Our clients who are based on the north east London outskirts are a well established Recruitment Advertising Agency with some important clients in the Public Sector.

They are looking for a teacher who is looking for a change.

If you are young, ambitious and have at least as much initiative as you have qualifications then you could be their next TRAINEE ACCOUNTS EXECUTIVE.

The rather grand title means that you would be responsible for interpreting a clients recruitment problems and initiating orders to the media.

Upon completion of your training you will be earning around £12,000 p.a. plus other benefits, including profit sharing and a company car.

Send your c.v. and a covering letter to:

Martin Christopher  
Park, Christopher Associates.  
BCM PCA  
London WC1N 3XX

(0452)

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## Outdoor Education

**CUMBRIA**  
DUNTHORPE HOUSE  
OUTDOOR EDUCATION CENTRE  
Penrith Road, Knaikewick  
CA12 4JF

**TEMPORARY TEACHER**  
Scale 21  
Required for 1st Sept 1987, or a.s.e.p. thereafter. 4 temporary teachers 1 year for this outdoor education centre (Scale 21).

Enthusiastic, suitably qualified and/or experienced teachers eco invited to apply.

Application form and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (a.s.e.p. please). Closing date: 25.7.87. (17775) d80000

**HOW TO SUCCEED BY DEGREES...**

Our clients who are based on the north



